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ABSTRACT

This report documents a hearing to extend authorization of appropriations under the Vocational Education Act of 1963. The discussion focuses on the role of the state advisory councils in vocational education. Testimony includes prepared statements, letters, and supplemental materials from advisory council members from Pennsylvania, New York, Florida, Idaho, Nevada, and Maryland as well as from a Representative in Congress fom the State of North Dakota, and the president of the National Association of Executive Directors of State Advisory Councils on Vocational Education. (YLB)

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 15: State Advisory Councils

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

SECOND SESSION

ON

H.R. 66

TO EXTEND THE AUTHORIZATION OF APPROPRIATIONS UNDER THE VOCATIONAL EDUCATIONAL ACT OF 1963

HEARING HELD IN WASHINGTON, D.C., ON
JUNE 16, 1982

Printed for the use of the Committee on Education and Labor

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 15: State Advisory Councils

WEDNESDAY, JUNE 16, 1982

House of Representatives,
Subcommittee on Elementary, Secondary,
and Vocational Education,
Committee on Education and Labor,
Washington, D.C.

The subcommittee met, pursuant to notice, at 9:15 a.m., in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins, Kildee, Erdahl, Petri, DeNardis, and Craig.

Staff present: John F. Jennings, counsel.

Chairman Perkins. The subcommittee will come to order.

The Subcommittee on Elementary, Secondary, and Vocational Education is continuing hearings today on the reauthorization of the Vocational Education Act.

This morning we will focus on the role of the advisory councils in vocational education.

The Vocational Education Act requires each State that receives Federal funds under the act to establish a State advisory council comprised of representatives for various segments of the population.

The administration's consolidation proposal for vocational and adult education would do away with these councils.

This morning we will hear from a distinguished panel of advisory council members from different parts of the country.

We will now call our witnesses to come to the witness table.

We have this morning Helen K. Leslie, past chairperson, Florida State Advisory Council on Vocational Education; Lewis G. Harriman, Jr., past chairman, New York State Advisory Council on Vocational Education; Richard E. Carroll, chairman, Pennsylvania State Advisory Council on Vocational Education; Hope Roberts, chairperson, Nevada State Advisory Council on Vocational Education; and Kenneth Myers, chairman, Idaho State Advisory Council on Vocational Education.

We will hear from Mr. Carroll first.

Please proceed.

STATEMENT OF RICHARD E. CARROLL, MANAGER, MANAGEMENT TRAINING, GENERAL ELECTRIC, ERIE, PA., AND CHAIRMAN, PENNSYLVANIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Mr. CARROLL. Thank you, Mr. Chairman.

Mr. Chairman, and members of the House Education and Labor Committee, I am Richard Carroll, chairman of the Pennsylvania Advisory Council on Vocational Education [PACVE], for the past 2 years.

I also have been chairman of the Erie County Technical School General Advisory Council for the past 9 years and was president of the Erie County School Board that built the school.

My occupation is manager-management training for General Electric Co. in Erie, which employs 9,000 people.

On behalf of the Pennsylvania Advisory Council, thank you for this opportunity to comment on what SACVE's do—and can do—for vocational education and the role of the Federal Government in vocational education.

History indicates that the Pennsylvania Advisory Council has made significant contributions to vocational education, has high visibility, a positive image, and is a catalytic force among organizations in the State that are involved with vocational education.

Following are representative accomplishments of the council in recent years:

First, public meeting. Between 1977 and 1981, council held 48 public meetings, thus providing an opportunity for individuals and organizations to express views on vocational education.

Approximately 1,600 individuals attended these public meetings and about 1,040 presentations and/or comments were made by attendees.

For the past 2 years these meetings have been jointly conducted by the council and the State board of education. The testimony and comments served as the basis for council recommendations to the State board of vocational education.

Second, evaluation. The advisory council monitored the evaluations of local vocational education programs conducted by the Pennsylvania Department of Education, PDE.

Council recommended that PDE consider a self-evaluation model as an alternative to the present compliance review. In 1982, PDE established a task force to design an evaluation mechanism with a greater emphasis on local self-evaluation.

Third, workshops and conferences. Council promoted, through workshops and conferences, improved working relationships between vocational education and employers, CETA prime sponsors, special education, and correctional institutions.

Council also conducted conferences on sex equity in vocational education, the role of vocational education in economic development, and the organization and effective use of local advisory councils.

Fourth, PDE special committees. Council assisted PDE in deliberations on program evaluation, long-range planning, review of State board regulations for the governance of vocational education, an economic development manual, and design of professional development centers.

Council also actively participated in the State Plan Advisory 107 Committee.

Fifth, public information. Council is a major developer and distributor of information about vocational education in Pennsylvania through its annual report, public meetings summary, newsletter—PACVE Update—sponsorship of public meetings, conferences and workshops, liaison with legislators and legislative staffs, speaking engagements, and participation in a variety of local, regional, State and National conferences and workshops.

Publications are distributed to council members, the State board of education, Pennsylvania Department of Education, interested citizens, vocational educators, State and Federal legislators, and participants in meetings, workshops, and conferences.

Sixth, promotion of local advisory councils. The State advisory council, in addition to conducting workshops on local advisory councils, promoted the implementation of local advisory councils in other ways.

The executive director, chairman, and council members frequently visited and addressed local advisory council meetings and spoke to professional organizations on the value and use of local advisory councils.

Council promoted the implementation of local advisory councils in a recommendation to the State board of education. Council conducted a statewide survey to determine the status of local advisory councils in 1980.

Council also published two editions of a handbook providing suggestions on the organization and operation of local advisory councils.

In 1982, council developed a 30-minute videotape depicting the structure and conduct of a local advisory council meeting.

Seventh, special studies. Council completed studies on proprietary vocational schools, vocational education in correctional institutions, local vocational program evaluation systems, cosmetology, counseling for vocational education, vocational education services for the handicapped, vocational educator preparation programs, and local vocational education advisory councils.

Eighth, recommendations to the State board of education. Council recommendations achieved one of two purposes; acceptance of a recommendation led to a desired change; in other instances the recommendation, although not implemented, raised the issue for public debate and consideration.

As a result of Council recommendations, the following actions occurred:

First, the Department of Education undertook a revision of its local vocational education program evaluation process, with a goal of introducing increased elements of self-evaluation.

Second, the State plan and accountability report were modified to provide greater accountability and objectivity in the goals and measurement of goal achievement.

Third, additional funds for vocational education equipment were provided in long-term adult vocational education programs.

Fourth, the Department of Education increased efforts to promote articulation between secondary and postsecondary vocational education programs.

Fifth, the Department of Education established a task force to review the status of vocational services to adults and to make recommendations for improvement of that system.

Sixth, the Department of Education made a commitment to review the process of preparation and certification of vocational education instructors and administrators.

Seventh, a model was developed to assess the vocational education capabilities and needs of handicapped students.

Eighth, the Department of Education initiated and supports a strong sex, minority, and handicapped equity program.

Ninth, increased attention was given, through additional funding, to vocational education programs in energy production and conservation.

Tenth, increased efforts were made to develop a viable occupational information system for Pennsylvania.

And, eleventh, the Department of Education accepted the concept that local vocational educators should participate in the development of IEP's—individualized educational programs—for handicapped students when vocational education was under consideration as a part of the student's program.

The ninth accomplishment is Project Assist. In 1980, council sponsored the establishment of Project Assist and directed its activities.

Utilizing a $200,000 grant from the Department of Education's Office of CETA programs, Project Assist held conferences, made presentations at professional meetings, and published a series of monographs to foster greater cooperation between vocational education, CETA, and other employment and training programs.

Project Assist also actively promoted adoption of the adult performance level, APL, program as an alternative means for adults to earn a high school diploma.

And, tenth, a significant number of council members participate in the activities of local advisory councils. This involvement helps to strengthen local advisory councils and promotes increased communications between the State and local advisory councils.

This year, through these efforts, an excellent comprehensive vocational program was saved. This is illustrated by the material in packet two entitled, "Role of the Erie, Pennsylvania Technical Memorial High-School General Advisory Council on Vocational Education in Preserving the School's Current Fully Integrated Technical/Academic Program."

Let me specifically address vocational education reauthorization. The Pennsylvania Advisory Council on Vocational Education supports the concepts in "A Position of the State Advisory Councils on and for Vocational Education," developed and adopted by the State representatives in their national meeting in December 1981 and submitted as part of the written testimony at this hearing.

Mr. Chairman and committee members, I must emphasize that State advisory councils on vocational education have had a significant impact on improving vocational education services as highlighted in this testimony and documented in greater detail by the information packets provided for your review.

However, many issues must still be addressed in revitalizing the Nation's economy, strengthening the national defense, and in providing a stable and competent work force.

As decisionmaking shifts from the Federal level to the local level, the need for strong, active State advisory councils increases.

It is very important that citizen oversight of vocational education at the State level be maintained and strengthened to:

One, assure that local advisory councils continue to exist;

Two, guide the development of effective leadership for local councils;

Three, assure that citizens' interests are heard and considered in developing and/or adjusting local and State programs;

Four, assist in the evaluation of local and State vocational education and other human resource development programs;

Five, strengthen communications and coordination among business, industry, labor, education, and government in the development, operation and evaluation of human resource development programs;

And, six, report to Congress through the U.S. Department of Education on the effects of Federal vocational education legislation and the status of human resource development programs within the State.

If State advisory councils on vocational education are not federally mandated and supported, almost certainly local advisory councils will decrease in number and effectiveness.

The citizens' right to advise on and oversee the delivery of vocational education and other human resource development programs—always needed to achieve maximum relevancy to labor market requirements—will diminish at a time when exploding technology is dramatically impacting the state of the art of many skills which, in turn, is requiring retraining and upgrading of a large segment of the American work force.

Mr. Chairman, and members of the House Education and Labor Committee, it is essential that the views of citizen advisers from the public, business, industry, labor and agriculture be provided for in Federal vocational education reauthorization.

The role and responsibility of State Advisory Councils on Vocational Education should also be specifically included in all other human resource development legislation enacted by Congress.

Mr. Chairman, your May 24 letter also asked our views on the consolidation proposals for vocational education and the administration's budget.

Hopefully, this part of my testimony will not overshadow the Pennsylvania Advisory Council's concern for the importance and maintenance of State advisory councils on vocational education.

Council supports the efforts presently being made to return much of the decisionmaking process to the local level. The Pennsylvania council also feels that some consolidation of vocational and adult education could probably be beneficial, continues to study this issue, and will comment on specifics as the need arises.

However, council members are concerned that total consolidation of vocational and adult education into a single block grant with reduced funding, as presently proposed, would result in de-emphasis and elimination of many programs and services at a time when they are greatly needed by business, industry, and the citizens of this Nation.

Council strongly urges Congress to maintain and strengthen the Federal role in vocational education because the administration's goals of economic recovery through revitalizing American industry and strengthening defense are not issues with geographical boundaries.

They are national in importance, scope and policy. The Federal Government also has an important role and responsibility in providing for the maximum development of the greatest resource America has—the human resource.

Vocational education is the only nationally supported and developed system capable of training and developing human resources. At a time when a labor force with higher and more technical skills is in demand, when industry and defense are developing and deploying increasingly sophisticated machinery and equipment, and when unemployment is at the highest level since before World War II, it seems unwise to reduce the Federal efforts in maximizing human resource development.

Council members recognize that these are very difficult times and that the extremely critical and important decisions being made will have great impact on the future of this Nation.

Therefore, I pledge the support of myself, council members and staff of the Pennsylvania Advisory Council on Vocational Education in assisting and supporting this committee as it develops the specifics of vocational education reauthorization legislation and budgets.

Council members have a vast amount of information, intellect, and experience which should be of value to you, Mr. Chairman and committee members, as you deliberate. You created us. Feel free to regularly call upon us.

Thank you for this opportunity to present these views. I look forward to our continued dialog and communciations in maximizing efforts to develop our most important resource—people.

Chairman PERKINS. Let me thank you for your presentation. We will have some questions later.

Our next witness is Helen K. Leslie.

Please proceed.

STATEMENT OF HELEN K. LESLIE, PRESIDENT, K & W SUPPLY HOUSE, ST. PETERSBURG, FLA., AND PAST CHAIRPERSON, FLORIDA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Ms. LESLIE. Thank you, Mr. Chairman.

I am Helen Leslie, president and owner of K & W Supply House in St. Petersburg, Fla. We are distributors of heating, air-conditioning, and sheet metal supplies to the midwest coast of Florida.

In addition, I am also secretary-treasurer of a brick and stone company.

I serve on the board of the Home Federal Savings & Loan Association, which when I left home was still within the top 100 in the country.

I serve on the National Advisory Council of the U.S. Senate Committee on Small Business; I am a member of the Board of Trustees of the National Small Business Association; and I have served as Chairman of the Advisory Council of the SBA.

Mr. Chairman, I thank you very much for this opportunity to address your Committee on Education and Labor on the role of State advisory councils on vocational education.

State advisory councils are a key entity involved in establishing and maintaining business and vocational communication.

We feel this is very important. How? First of all, the advisory councils are made up of a lot of business people. On our 28-member committee we have representatives who come from lumber dealers, machine product companies and general contractors, air conditioning distributors, and representatives from south Florida associations, and many other such businesses.

We also encourage local advisory councils because we feel they are just as important and they are similarly composed.

We have felt so strongly about that that we have developed a handbook to help them in their work. Their input and their advice on the local level is a key to this bringing up-to-date of vocational education from the outside world.

We monitor their activities on site visitation programs.

Then also we have public meetings in connection with each of our advisory councils and we open our meeting to the public.

There we invite citizens and representatives of business to express their concerns to us.

Florida held a series of economic growth meetings across the State, focused on improving vocational education. In many instances it was the first time that anybody from business or industry had ever been inside of a vocational education school.

Why is this important? We feel it is important because vocational education needs this linkage with business. With all of the agencies involved in employment and training activities, I think they need to meet the challenge of development of our human resources and exchange enhancing the economic productivity in the face of unemployment, crime, inflation, and all the other problems we face.

We do know that enrollments increase in the time of unemployment.

The vocational education product must be of high quality and must meet the needs of business and industry in order to keep it healthy and surviving.

With the accelerated development of products and services today, it is hard to keep up. I am sure no one would ever have guessed that the tin knockers in my trade would be working with fiberglass products today.

Again, there we need to keep everybody working together to be updated.

With automation and the computer technology and robotics, this is going to continue to displace workers and experts in nearly half of all jobs could be affected by factory and office automation. This will be before the year 2000.

This factor calls for the intense retraining efforts, and we hear again today that youngsters in their careers are going to face three or four changes of careers during their lifetime.

These changes cause me even greater concern when I have learned of proposals to make optional or to eliminate funding for State advisory councils for vocational education.

Advisory council members give freely of their time because they believe in vocational education. They are the end users of this product. They have a nonvested interest in improvement of vocational education because they are not responsible to any particular entity.

I think the Federal funding makes these councils operationally and physically autonomous.

They do not answer to any agency. Our annual report is the only document which gives the overall view of the status of vocational education, and many of the graphs, charts, and tables that are compiled are found nowhere else in our State documentation.

We have copies with us of the summary report of our report which we would like to make available to you.

I will read one paragraph from my testimony:

> In a recent nationwide survey by an independent Chicago-based research firm, Florida was identified as a highly preferred area for relocating or establishing a new business or industry.
>
> One of the main reasons cited for this preference was vocational education in Florida. The Florida State Advisory Council has consistently made recommendations in support of industry service programs that provide vocational training for new and expanding business and industry within the State.

Then I must also point out that there are all sized businesses that you are all aware of. Eighty percent of the new jobs are with employers who have less than 20 employees.

Small businesses create two out of the three jobs in America. Also, 80 percent of the jobs in America do not require a college degree.

In summary, Mr. Chairman, the importance of Federal support is evident in the enrollment figures for Florida from 1970 to 1980. Vocational enrollment increased nearly 150 percent while our population increased only by 43 percent.

As the need for vocational education grows in Florida and across the United States, Federal support will be essential for maintaining the quality and providing training for all those in need of it.

Councils play a crucial role in the federally mandated role of monitoring the evaluation of vocational and technical education.

Since vocational education is involved with the training and education of a high percentage of students to obtain employable skills, the Florida State Advisory Council on Vocational and Technical Education invites you to look into the equitable allocation of Federal resources to support vocational and technical education.

There is a need to determine national priorities for vocational education and training and then to flow the funds to the States based on these priorities.

We are all concerned with the development of the national human resource as a capital asset to America.

There is a need for State Advisory Councils on Vocational Education. In addition, there is the need for these councils to be federally funded.

Thank you for allowing me to express my concern.

I would ask that my statement be placed in the record in its entirety.

Chairman PERKINS. Thank you.

Without objection, your statement will appear in the record at this point.

[Prepared statement of Helen Leslie follows:]

PREPARED STATEMENT OF HELEN K. LESLIE, PRESIDENT AND OWNER, K & W SUPPLY HOUSE, INC., AND PAST CHAIRPERSON, FLORIDA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

STATEMENT OF QUALIFICATIONS

I am Helen K. Leslie, president and owner of K & W Supply House, Inc., a distributor of heating, air conditioning, and sheetmetal supplies to the mid-west coast of Florida. In addition, I am secretary-treasurer of a brick and stone company.

Presently I have the privilege of being a member of the National Advisory Council of the U.S. Senate Committee on Small Business; a member of the Board of Trustees of the National Small Business Association; and a member of the District Advisory Council, Region IV, of the Small Business Administration. I am past president of the National Federation of Business and Professional Women's Clubs.

I have been a member of the Florida State Advisory Council on Vocational and Technical Education since 1972, and served as the Council's vice chairman during fiscal year 1978 and chairman in fiscal year 1979.

PURPOSE OF PRESENTATION

To testify about the importance of advisory councils in achieving stated purposes of vocational education.

The main purposes of vocational education have been identified by the National Association of State Directors of Vocational Education and the National Association of Executive Directors of State Advisory Councils on Vocational Education. Briefly stated, these purposes are:

To develop our greatest resource, the human potential of our citizens, by providing them with the skills they need to attain educational development and economic freedom; and

To enhance the productivity of local, State, and national economies.

Developing our human resources and enhancing economic productivity while faced with ever increasing unemployment, crime, inflation, recession, and other social ills presents a challenge for vocational education—a challenge that cannot be met by vocational education alone. It must include linkages with business, apprenticeship programs, and public and private agencies involved in employment and training activities.

Vocational education is unique in that it provides a product for consumption; i.e., the skilled worker. In order to keep the consumer—business and industry—thriving and healthy, the product must be one that is of high quality and suits the needs of business and industry. Today, when the technological sophistication of industry increases by leaps and bounds, and new skill areas and needs are continually created, a close working relationship between business and industry and vocational education is absolutely essential.

Increased technological sophistication in business and industry has placed further demands on vocational education by displacing large numbers of workers. As the Use of automation, computer technology, and robotics become more pervasive in our society, the numbers of displaced workers will continue to rise. Experts estimate that 45 million jobs, nearly half of all jobs, could be affected by factory and office automation, and much of the impact will occur before the year 2000. Without large-scale high quality retraining efforts, the ranks of the unemployed will swell with laborers, assemblers, factory workers, warehouse personnel and millions of other unskilled or semiskilled workers. Retraining workers is becoming an increasingly important aspect of vocational education.

The need for a close working relationship between business and industry and vocational education is greater than ever because of rapidly changing technology, high unemployment, and the fact many jobs are left unfilled due to lack of skilled workers. Yet, some proposals have been made to make optional or eliminate funding for a key entity involved in establishing and maintaining business and industry communication with vocational education; that entity is the state advistory council for vocational education (SACVE).

The State advisory council is an avenue to foster these relationships. Congress had mandated that the majority of council members must be noneducators. Each State advisory council must have individuals who represent a variety of vocational needs and interests including those of state correctional institutions, state industrial and economic development agencies, labor, the State Employment and Training Council, agriculture, vocational education students, and special education. For example, the current 28-member Florida State Advisory Council (FSAC) on Vocational and Technical Education includes a realtor, a business student, a state legislator, a citizen representing the state PTA, a senior development representative from the State Department of Commerce, an assistant superintendent at a correctional institution, a guidance director at an area vocational-technical center, an executive vice president of the Florida Citrus Mutual; and representatives including a heating and air conditioning distributor, a president of a machine products company, a representative of the South Florida Manufacturers Association, a general contractor, a lumber dealer, an account executive for graphic arts, an electrical contractor, and a president of a local AFL-CIO. Thus, the council is diversified enough to insure excellent representation of business, industry, vocational education, and others intimately concerned with the quality of the vocational products. These citizens give freely of their time away from business and have a nonvested interest in the improvement of vocational education.

In addition to the diversity of membership, State advisory councils have a number of other features which enhance their operation and make them unique entities. For example, Federal funding makes SACVE's operationally and fiscally autonomous. This factor, in conjunction with the diversity in membership, assures objectivity in the observations of the council, because it does not have to "answer to" a particular agency. The council conducts on-site visits to all types of vocational and technical programs as a kind of independent third party evaluation rather than an internal audit. The council offers a statewide rather than a State level perspective of vocational education; information is gleaned through actual observation (the on-site visits) and carefully designed evaluation techniques.

State advisory councils on vocational education (SACVE's) are involved in a variety of activities designed to improve vocational education. For example, as a result of council recommendations in Florida, the State altered its Federal vocational funding entitlement formula so that small school districts could have enough money to fund locally needed projects. Council public meetings have provided lay citizens with opportunities to voice their concerns about vocational education to an independent State level group. Other council activities have been directed toward improving statewide awareness about vocational education issues and concerns. This statewide awareness has been heightened by the publication and distribution of council evaluation reports, position statements, and other documents.

Local advisory committees, the key local level entity involved in fostering linkages between business and industry and vocational education, have been strongly supported by council activities. For instance, a council study was conducted on the effectiveness of local advisory committees. This study lead to the development of documents entitled "Handbook for Local Vocational Advisory Committee Members" and "Organizing and Maintaining Effective Vocational Advisory Committees." These doucments were produced by the Florida Council to help improve the effectiveness of local advisory committees throughout the State. In addition, an article recognizing some of the most active and effective committees in the State was published in the June 1982 issue of the Florida Vocational Journal.

In a recent nationwide survey by an independent Chicago-based research firm, Florida was identified as a highly preferred area for relocating or establishing a new business or industry. One of the main reasons cited for this preference was vocational education in Florida. The Florida State Advisory Council has consistently made recommendations in support of industry service programs that provide vocational training for new and expanding business and industry within the State.

SACVE's all over the country are advocating the use of America's wealth of human resources to increase economic activity. In Florida, through on-site visits to vocational education institutions, public meetings, and attendance at various professional meetings, common vocational issues and concerns have been identified. These issues and concerns are then used in making recommendations to the Florida State Board of Education.

The importance of Federal support is evident in the enrollment figures for the State of Florida. From 1970 to 1980, vocational enrollment increased by nearly 150 percent while population increased only 43 percent In other words, the proportion of the population enrolled in vocational education went from 1:14 in 1970 to 1:8 in 1980. It is extremely doubtful that such growth could have occurred in the absence of Federal support.

As the need for vocational education grows in Florida and across the United States, Federal support will be essential for maintaining quality and providing vocational training to all those in need of it. SACVE's play a crucial part in the federally mandated role of monitoring the evaluation of vocational and technical education.

Since vocational education is involved with the training and education of a high percent of students to attain employable skills, the Florida State Advisory Council on Vocational and Technical Education invites you to look at the equitable allocation of Federal resources to support vocational and technical education.

In summary, there is a need for State advisory councils on vocational education. In addition, there is a need for these councils to be federally funded. This funding has allowed SACVE's to remain independent, objective, and responsive to the vocational education of their State.

Mr. PERKINS. We will now hear from Lewis Harriman. You may proceed.

STATEMENT OF LEWIS G. HARRIMAN, JR., INVESTMENT MANAGER, HUNTINGTON-WOOLCOTT, INC., BUFFALO, N.Y., AND PAST CHAIRMAN, NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Mr. HARRIMAN. Thank you, Mr. Chairman.

I am an investment manager. For 21 years I was vice president for Community Development of Amity Bank in Buffalo. In that capacity, for 20 years I was also a director of the Empire State Chamber of Commerce, our State chamber in New York.

In that work I found that one of the most massive problems we faced in building a better community and also the most hopeful for the future was in the field of education, which is why I put in 9 years as a member of the New York State Advisory Council on Vocational Education and 2 years as chairman.

My commitment to doing something in education, coming out of the needs I saw, did lead to the 9 years of service on the State advisory council, and 2 years as being chairman.

That leads into several years on the Comissioner's Career Educational Advisory Council, set up as a result of this work. I chaired that for several years.

I also served for several years as president of the National Association for Industry Education Cooperation.

All of those things support my point I am going to make this morning to you.

Mr. Chairman, and other members of the panel in none of this was I just a nice businessman that was doing his civic thing.

I was trouble shooting some obvious and terrible problems. I would like to highlight for you this morning about three of the needs in this field that I saw and that I experienced.

There were three problems that we ran into as we tried to do something in vocational education.

I then would encourage you to believe—as I believe very strongly—that there is a three-way solution to these problems.

To get into this, first, what motivated me was to find that in one of our great upstate cities, the General Motors dealers who had been hiring vocational education graduates for their motor mechanics, abandoned that altogether and instead starting hiring academic graduates from the city school system.

At their own expense they were sending them to Clarence, N.Y., near Buffalo's General Motors Institute, doing their own training.

They found that was much more useful to them than taking any input from this great city's vocational system. That was an awful shock to me. That is one of the reasons I got deeply into this.

About the same time I found out that one of the biggest employers in New York City was experiencing a 400 percent per year turnover of help of the newly hired high school graduates of that great city.

That meant about 3 years, that is, 3 months, really, in terms of service. It took about 6 weeks on the average to teach these people to do the job. They were getting 6 weeks work out of each employee before they lost them.

At that rate they would not have been able to continue the service they were offering the city.

But they plunged into this and into helping the city's schools. They also went into an immense training program of their own, in terms of basic education.

So, their commitment is now paying off also. But the morale, besides the fact that we saw that vocational education needed severe improvement in our State, the morale partly is that businessmen are willing to invest an immense amount of their own time and resources to help in this project.

Also, it still is pretty true that in many cities, that is, in many schools in New York City and elsewhere around the State to a lesser degree, a lot of the kids even in fourth and fifth grade are on the streets most of the day. They do not care what is going on in those schools and no one is able to keep them in the classes.

So it is obvious that we have to do something to motivate them, that is, to care about what is being offered in the school system.

Those are three of the terrible needs which motivated me.

In dealing with this, I would highlight three major problems.

The cost varies all over the lot and all over the country, but vocational education, the last time I checked it out carefully in New York State, was running about two and one-half times as much per year of the taxpayers as academic education was.

Obviously you cannot offer that level of education to too many kids. We have to do something to get the costs under control.

In vocational education we are constantly criticized heavily for not offering the right courses in the right way at the right time and turning out kids who have made a major effort to learn something in school only to find they cannot get a job in what they were taught.

So planning is a terrible problem. We faced that in New York while I was chairman of the Council. I got a major conference going in Buffalo between the chamber of commerce and business critics of the system and the educators who were offering it and the Labor Department people who were concerned about it and whose statistics everybody was using to do the planning.

We had a hair-pulling session, and a very candid, frank, and very polite session. But after about 3 hours it dawned on everybody there that nobody was really at fault, but what was the trouble was that it was impossible in the vital economy like the Buffalo region is, to make predictions well enough and accurately enough and in advance enough for educators to take a 5 or 6 year leadtime and prepare for it.

So, we had to do something to get around that problem.

Of course, the other problem I will not deal with—and a very serious one—is that there is a rigidity and a defensiveness in all of this.

School people get in habits and communities get in habits as to what they expect. People get rigid and when you have suggestions they get defensive. They think they know better than you do anyway and they do not want the help. That is the third major problem.

There is a way, however, that I have found to get around all of this. It is a three-part solution.

First of all, the general reform movement in education is at the heart of this. The Congress has been encouraging this for several years, but I would like it to be understood that this the way to go.

In order to do that you have to have industry education councils in all communities. I will describe a little bit about what that movement is about so you can see the concept.

There is a mover in this. You have to have the State Advisory Councils, which you have set up. They have their objectivity and their independence. That is indispensible.

Nobody else is going to tackle this across the country on a consistent enough basis to do it, however much help you may get from other quarters.

The career education movement is the infusion of practical, down-to-earth, living the life experiences of the children in all subjects, K through 12.

This means that they can understand why they are studying what they are studying and the teachers can emphasize that to them.

In that way you can get a seriousness of purpose throughout the schools.

The career education concept means that in their early years you make the kids aware of the possibilities of the world of work. In the middle years you let them explore certain opportunities. In the vocational education phase in the last years of the secondary schooling, the application phase is adopted.

In order to have a good successful career education program which wires in vocational education in a practical way to the needs of the community, you have to have an educational council for every school dictrict.

One can service a group of school districts, perhaps, but every school district must have access to that.

What is a proper industry educational council? This means not just a vocational committee to keep the technology up-to-date in each course, which, of course, is indispensible, and is going countrywide today.

But we must take the leaders of the employers, business industry, labor unions, and professionals in society and institutional management at the local level with the top leaders.

They must care about the schools. It will not happen unless the school superintendents want that and realize they can benefit from it and get the help.

So that is what we want in the industry education council movement.

You cannot foster the movement without the Vocational Advisory Councils nationally, understanding that to put this whole thing together you are going to succeed in motivating the children and you are going to get the vast resources. over the private enterprise intimately involved in helping the schools, which will go far beyond anything you could afford or we could afford as taxpayers and actually shelling out money to the schools.

The business leaders and labor leaders who will cooperate are those who will understand what the schools want. The schools then can begin to want it if the Vocational Education Councils explain the successes around the country.

There are so many places where it is working well. I would like to take time to emphasize that.

But I want to thank you very much for a chance to talk with you. We have to fund the councils and we have to give them enough money to do these jobs.

I would ask that my prepared statement be placed in the record at this time.

Chairman **Perkins**. Thank you.

Without objection, your statement will appear in its entirety at this point.

[Prepared statement of Lewis Harriman follows:]

PREPARED STATEMENT OF LEWIS G. HARRIMAN, JR., PAST CHAIRMAN, NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, INVESTMENT MANAGER, BUFFALO, N.Y.

I am Lewis G. Harriman, Jr., currently of Huntington-Wolcott, Inc., investment manager of Buffalo, New York, and a retired vice president of Manufacturers and Trader Trust Co. of Buffalo, where for 21 years of my service I was in charge of community development. In that capacity I held many responsibilities in education, notably three 3-year terms on the New York Advisory Council for Vocational Education, including two years as chairman, and several years as chairman of the Commission's Advisory Council on Career Education. I am still a member of the board of directors of the National Association for Industry-Education Cooperation, of which I was chairman for two years. I am chairman of the mayor's Citizen Advisory Committee on Community Improvement in Buffalo, and for eleven years was treasurer of the Erie County Republican Finance Committee.

I want to express our application to Representative Carl Perkins and all the members of this committee for your years of concern and responsible leadership in the field of vocational education. I personally also want to thank Representative Jack Kemp for his long interest and help with our problems in education. We are all grateful for this opportunity to discuss with you the condition of vocational education today.

To begin with, I believe from over 25 years of involvement with problems in education that the system of State Advisory Councils on Vocational Education that your legislation has set up and funded is the single most progressive force in American education today. That is why I have given so much time to it. This morning very briefly I want to explain:

First, why the councils are so important;

Second, something of the need for better vocational education;

Third, certain problems we face in improving it;

Fourth, the available solution; and

Fifth, and last, my recommendations.

So first of all, vocational education and especially these advisory councils you have required have a unique role to play for several reasons. Unlike academic education, vocational courses are accountable. Students get jobs because of them or they don't. Vocational Education enjoys public approval for its practicality. Parents, voters and taxpayers all think job preparation is valuable. Vocational Education is a culmination of the educational process, and so it exposes any weaknesses earlier in the system. Vocational Education and these advisory councils covers the entire country. Finally, these councils are a constructive force within the educational system, not an irresponsible outside critical group. Thus these councils working to improve vocational education have a competence, a position, and an acceptance that is unique, and can benefit the schools, the economy, and society as a whole.

Now secondly, the need for better vocational education. Many years ago as a member of the board of directors of the Empire State Chamber of Commerce, I joined their education committee partly because more of the state budget and more of Buffalo's budget was going to education than to anything else, but partly because of a shock I got from vocational education.

I found that in one of our major upstate cities the General Motors car dealers had decided to halt the hiring of auto mechanics from their vocational schools, because they were both untrained and untrainable, and instead hire academic graduates and send them at the dealer's expense to the General Motors training center at Clarence near Buffalo. That was nearly twenty years ago, and I know that the situation has changed, but we continue to face difficulties in keeping vocational education current and effective.

About the same time I found a major corporate employer in New York City was experiencing a 400 percent per year turnover of new high school graduates of all races hired from the city's schools. That being intolerable, the company embarked on a program of helping the school administration, but also stepping up its internal training programs including the most basic courses. A moral of these two stories is that in many circumstances there can be serious and effective participation in education by the private sector.

I am not going to take time to dwell on figures of the unemployed and unemployable, but obviously if we can reduce school dropouts and turn out more graduates who are both capable and self-confident, we will be making real progress in human resource development, productivity and stimulating the economy. Successful vocational education does exactly that, which is also the way to bring vice, drugs and crime under better control.

So now thirdly let's consider some of the problems we face in improving vocational education. Worst is the cost, which varies widely, but typically was so much higher than the cost of academic programs that most districts severely limit the amount offered. Thus in many affluent districts there is a stigma attached, so the only students involved are those too slow mentally to make it through the regular course. In other districts with a proud tradition of vocational excellence like Buffalo, it is very competitive to get into vocational schools. Either way, many who should have it are left out.

Next worst problem area is in planning and preparation, deciding what to offer and financing equipment, supplies and adequately trained instructors. I think failure here brings on more citicism of vocational education than does anything else.

For instance, there was a complaint from Buffalo business expressed through the Chamber of Commerce, that too many vocational graduates were trained for obsolete or non-existent jobs, and not enough for the current job market. The school administration insisted they were using up-to-date job market figures and projections from the New York Labor Department, so the defects if any should be blamed on them. The conscientious Labor officials claimed the figures were current and accurate and the projections enrollments increased by nearly 150 percent while population increased only 43 percent. In other words, the proportion of the population enrolled in vocational education went from 1:14 in 1970 to 1:8 in 1980. It is extremely doubtful that such growth could have occurred in the absence of federal support.

As the need for vocational education grows in Florida and across the United States, federal support will be essential for maintaining quality and providing vocational training to all those in need of it. SACVE's play a crucial part in the federally mandated role of monitoring the evaluation of vocational and technical education.

Since vocational education is involved with the training and education of a high percent of students to attain employment skills, the Florida State Advisory Council on Vocational and Technical Education invites you to look into the equitable allocation of federal resources to support vocational and technical education.

In summary, there is a need for state advisory councils on vocational education. In addition, there is a need for these councils to be federally funded. This funding has allowed SACVE's to remain independent, objective, and responsive to the vocational education needs of their state.

In my fourth subject and area I want to assure you there *is* a solution to all these problems. It is the use of the State Advisory Council, the Career Education concept, properly understood in combination with Industry-Education councils covering all school districts.

Career Education infuses all courses k-12 with sufficient material relative to the lives and ambitions of the students so they can understand and appreciate why it is important to master its contents. This material should also develop an awareness and eventually an understanding of the world of work, along with communication skills and knowledge of the arts, sciences and humanities. Thus students can make enlightened career choices and prepare themselves accordingly, with wise use of vocational offerings, wasting neither their time nor school resources.

Within the Career Education concept the vocational curriculum, in order to serve all the students who need it, should offer very short introductory experiences in all vocational areas. Then all students can try more than one field that might be appropriate to settle on, and even the students who will stay with academic courses can sample the world of work to broaden their education.

In all vocational courses the emphasis should be on understanding the work and on learning how to learn more than on developing high level skills. With our rapidly accelerating technological advances, most people will have to acquire new knowledge and skills, if not continuously, at least several times during their lives. Therefore, employers must accept the task of developing the specific skills they need in their workers, and not expect the taxpayers and skills to do what clearly is impossible. Job entry level skill is all the community can expect of new workers. Besides, that way both management and labor can offer work experience through the Industry-Education Councils, and no one need worry about exploitation of student labor. Much more then can be accomplished in factories, shops, offices, farms and other institutions. The schools will not have to attempt the impossible job of buying state-of-the-art equipment and supplies. The schools need only stock themselves with simple low-cost introductory equipment which does not become obsolete.

For industries and communities that desire the schools to go way beyond basic training for industrial society, the local Industry-Education Council can arrange mutually-agreeable terms for sharing the costs of equipment and instruction training.

The Industry-Education Councils locally organized, financed and lead by school district superintendents supported by boards of education, and are made up of the employers in the community—top executives from business, industry, labor, agriculture, the professions and institutions. These councils give practical advice for the whole Career Education program, and valuable cooperation and assistance to maximize the effectiveness of all vocational training. This is the only way to successfully get the clout in the private sector to provide real help to the vocational education program. Such a Council is the umbrella agency over the Vocational Advisory Committees made up of technical people who help the schools keep the vocational instructors modernized.

Although Career Education and Industry-Education Councils can be installed through any initiatives, it is the State Advisory Council on Vocational Education which has the independence and objectivity, and the specific interest and responsibility to see that it is done and done well. These Industry-Education Councils, which serve the schools and the students, should not be confused with the Private Industry Councils funded through the Labor Departments and charged with oversight of the manpower training programs which serve adults and school dropouts outside the schools.

To sum up this fourth section on solutions to our problems, a fully functional Career Education program turns out people who are not just cogs in a machine, but good citizens who are capable of understanding their role in any job and know the approaches and efforts that are needed to become good in new work opportunities. A fully functional Industry-Education Council sees to it that school programs constantly fit the realities of the local economy, and that there are adequate facilities provided for Career Education implementation. Especially that means proper equipment and adequate instruction in the vocational courses with a cost fairly allocated between the public schools and the private sector of the economy.

So, fifth, my recommendations to you are that:

1. Whatever role is eventually decided upon for Federal funding for vocational education clearly falls within the Federal responsibility for the state of the economy.

2. Federal policy and funding should maintain the autonomy and the adequacy of the National and State Advisory Councils on Vocational Education.

3. Federal policy should be clear and Federal funding sufficient to allow the State Advisory Councils on Vocational Education to encourage the adoption of the Career Education concept in the schools of their States together with adequate encouragement and support of local Industry-Education Councils to implement Career Education and assist Vocational Education with the vast resources of the private sector of the economy.

Finally in summation of my five points:

First, I tried to convince you that State Advisory Councils on Vocational Education can greatly help the schools and the economy of the whole country.

Second, the need for better vocational education is still alarming.

Third, there are specific and severe problems of long standing in the way of improving vocational education.

Fourth, there are proven ways to get all these problems under control which involve State Advisory Councils on Vocational Education fostering the Career Education and Industry-Education Council movements.

Fifth, the National and State Advisory Councils should be instructed and funded to carry that out.

Thank you very much for this opportunity to address you.

Chairman **PERKINS**. We now call Kenneth Myers.

You may proceed.

STATEMENT OF KENNETH MYERS, PERSONNEL MANAGER, R. T. FRENCH CO., SHELLEY, IDAHO, AND CHAIRMAN, IDAHO STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Mr. **MYERS**. Thank you, Mr. Chairman.

I am Ken Myers, industrial relations manager of the R. T. French Co., Potato Division, at Idaho Falls, Idaho.

I have been in the personnel and industrial relations business for approximately 25 years.

My career in personnel and industrial relations did include 5 years in counseling and teaching in the vocational education programs.

I might mention that our company, by many standards, is relatively small. We have about 750 employees within our Idaho location.

But among the activities, as far as vocational education is concerned, in addition to myself, we have three other managers that are serving on local and program advisory boards or committees.

The company is very concerned and very supportive of vocational education programs.

During the 8 years that I have been a member of the Idaho council, we have made several accomplishments and I would like to highlight just a few of these.

We developed two films—one used by counselors in the high schools and in the secondary levels. They discuss the vocational education programs and opportunities. The other is one for the general public use.

But both of the films have been very well accepted.

Our council was instrumental in securing an emergency training fund of $200,000—a continuing fund—which is used to train employees for the new and expanding businesses within the State.

We have recommended to the State board and have been successful in getting a certain amount of academic credit for selected vocational work done in the postsecondary programs. The credit was transferred to academic programs.

The council has published a number of brochures that are distributed statewide dealing with vocational offerings. One is entitled, "Design Your Future." It is targeted for students and the general public.

"Job Power" and "Jobs for You in Idaho," are informational booklets for vocational graduates. "Pooling Resources for Economic Development," is a quarterly publication that has information on vocational education in the State as well as other parts of the country.

We have also developed a handbook for local advisory council use. We just recently assisted in revising this handbook.

The council has conducted and has been a part of a number of studies. We did assist in a study about the perception of employers and high school and postsecondary graduates or completers.

This study pointed out mainly that there needed to be more opportunities for women in vocational training. But it also indicated that the employers were well satisfied with the completers of vocational programs.

Another one did indicate a lack of articulation between vocational education programs at the high school level and the postsecondary level.

Another one indicated that more strides were being made in encouraging women to enter the traditionally male occupational programs.

Last year our council studied new and expanding industry development and conservation within the State. This was the first effort in Idaho to study this growth area.

The information indicates that at least 2,500 vocationally trained people will be needed in these fields alone and in the next 5 years.

As a businessman I am skeptical of studies which are done and filed. The council has, however, made good use of these studies and in further the vocational education programs.

When I first joined the Idaho council in 1974, the State was budgeting approximately $2 million toward the vocational education program and approximately the same amount came from the Federal Government.

Today Idaho is budgeting approximately $16 million. The Federal Government has not appreciably increased its share of funding.

I think it indicates that Idaho's commitment to continuing emphasis and support for vocational education is there. It illustrates that the Idaho Council on Vocational Education have been diligent in pointing out the needs for the funding for the badly needed vocational programs in the State.

The accomplishments of our council have been possible, in large part, due to the independent look at vocational education that the council has taken.

The involvement of business, industry, labor, government, education from around the State, has enabled us to evaluate the vocational system from a broad viewpoint and helped us to establish the vocational programs in line with the State's needs.

This brings me to what the Idaho Advisory Council and the other State advisory councils can do with adequate funding and adequate support.

In fact, it is what vocational councils must do in light of today's economic climate. Idaho's economy, like that of many States, is hard-pressed.

Areas particularly hard hit are mining and timber. The last week of May, for example, unemployment rose an additional 20 percent in lumbering in Idaho. Just this past weekend, 450 people were laid off in the Sunshine Silver Mine in north Idaho.

Many of these unemployed are going to need retraining. They will need retraining in the skills that will provide them with a new way to make a living.

These people, added to the high school and postsecondary students also need vocational training. This is going to present our State with a challenge which will not be easy to meet.

In this regard I would like to emphasize, because of Idaho's economic condition, the State can ill-afford to lose the $2.9 million in Federal funds that the State is presently receiving for vocational education.

I certainly am aware of the value of all education. I must stress the importance of vocational education. As an industry representative with roughly a quarter century of experience in the personnel and industrial relations work, I have come to the conclusion that fully 75 percent to 85 percent of all jobs require some form of vocational training.

As to the future Federal role in vocational education, the Idaho council believes that the Federal Government should continue its involvement in vocational education.

It seems imperative at this time in the Nation's history that Congress give serious consideration to reauthorizing and funding of State advisory councils.

Such action by Congress in the past has created grassroot entities to focus attention on vocational education on its priorities and on its effectiveness.

The views of business, industry, labor, agriculture, education, and the general public were brought to bear, resulting in stronger vocational education programs throughout the country.

I call your attention to the fact that the current trend to cut back on paperwork—of which I wholeheartedly approve—may lessen the ability of Congress to maintain oversight of the Nation's vocational programs and the independent State advisory council could become the primary vehicle which will keep Congress apprised on training and retraining efforts.

The Idaho council firmly believes that the primary focus of vocational education must be to provide a stable competent work force which, in turn, will revitalize our Nation's economy.

Quality vocational education has demonstrated its ability to prepare people for work and is a direct cost benefit to continued economic growth.

As new vocational education legislation is written, the legislative process must guarantee input by all those concerned with vocational education.

The focus should be to provide education and training for the development of this skilled work force.

If this is achieved through vocational education, the probability of achieving other social goals will be enhanced. The solution of existing social problems will logically follow.

It is my strong personal feeling that Federal support is needed to maintain the State's capacity to address changing economic and employment needs and to provide leadership and coordination to the State and local education systems so they can respond to the national proiorities and emergencies.

Federal dollars should be used as incentives to State and local agencies for the expansion and improvement of vocational programs and services.

Program improvement funds should continue to flow to a sole State agency for the purpose of determining those priorities.

As I mentioned earlier, all segments of society should continue to have the right to oversee the delivery of vocational education.

Indeed, vocational education has an obligation to seek the widest possible imput for its maximum effectiveness.

At the State and Federal level, legislation should provide for an advisory council system which is operationally and fiscally autonomous.

Legislation should continue to guarantee that each advisory council has the right to advise and participate in planning at all levels to review evaluations and accountability data and to make recommendations to improve the delivery of vocational education and training.

Operational procedures of advisory councils should be left to each respective council so that they can remain an effective independent force.

The Idaho council believes that the membership of the council should be at least 60-percent representative of business, industry, labor, and agriculture and that the balance should come from education and the general public.

I appreciate the opportunity to address the committee. I will be glad to answer any questions.

I would ask that my prepared statement in its entirety be placed in the record.

Chairman. **Perkins.** Without objection, your statement will appear in the record at this point.

[Prepared statement of Kenneth Myers follows:]

Prepared Statement of Kenneth Myers, Chairman, Idaho Advisory Council on Vocational Education and Industrial Relations Manager, R. T. French Co., Shelley, Idaho

The Idaho Advisory Council on Vocational Education appreciates this opportunity to testify before the Congressional subcommittee on Vocational Education. By way of introduction, my name is Kenneth Myers. I am Industrial Relations Manager for the Potato Division of The R. T. French Company and have been involved in the personnel business for nearly 25 years, including five years as a counselor and teacher at Idaho State University Vocational-Technical school in Pocatello, Idaho. I have been a member of the Idaho Advisory Council on Vocational Education since 1974 and am presently serving as chairman.

During the years I have been a member of the Idaho Advisory Council, several accomplishments have been noteworthy and illustrative of what, exactly, an Advisory Council does. Among these:

A film, "Idaho—the Quality of Life," was made on location in Idaho's high schools, post-secondary vocational schools, private schools and in Idaho's industry. The film depicts challenges and interesting careers and illustrates vocational opportunities available in Idaho.

A second film on post-secondary vocational education programs was also produced by the Council to identify vocational training opportunities. This film is being used as a counseling tool to acquaint high school students with vocational education.

The Council was instrumental in securing a $200,000 emergency fund from the state legislature to train employees for new and expanding Idaho business and industry.

The Council recommended that the State Board of Education provide academic credit for selected vocational course work done at Idaho's six vocational schools. This credit can not be transferred by vocational students to appropriate academic programs.

The Council has published several brochures to provide information on statewide vocational offerings. One titled "Design Your Future" was targeted for students and the general public. Others titled "Job Power" and "Jobs for You in Idaho" provide job information for vocational graduates. "Pooling Resources for Economic Development" is a brochure containing information on vocational education in Idaho and in other parts of the nation.

The Council also developed a Handbook for Local Advisory Committees on Vocational Education and assisted in revising the handbook this year.

Students and surveys and hearings have been a major Advisory Council activity:

The Council aided in a survey entitled "Perception of Employers and 1976 High School and Post-Secondary Vocational Education Completers." The study pointed out that there was a need to provide more opportunities for women in vocational training; however, it also indicated that employers were satisfied with their employees who had completed an Idaho vocational education program.

Another study done by the Idaho Council indicated a lack of articulation between vocational education programs at the high school level and the post-secondary level in Idaho. Yet another study indicated that strides are being made in encouraging women to enter traditionally-male vocational programs.

Last year, the Idaho Advisory Council studies new and expanding energy development and conservation within the state. This was the first effort in Idaho to study this growth area, and the Council obtained information which indicated that at least 2,500 vocationally-trained people will be needed in these fields alone in the next five years.

As a businessman, I am skeptical of studies which are done and filed. The Idaho Advisory Council has, however, made good use of these and other studies and statewide vocational education improvements have been the result.

This year the Council supported the formation of an incorporated, non-profit State Foundation for Vocational Education. This foundation will allow several innovative approaches to expanding vocational education opportunities in Idaho. Foremost among these, in addition to the opportunity to raise funds from non-governmental sources, are a provision which will make possible in-service vocational training for Idaho industry and a provision which will provide a conduit for donations of instructional equipment from Idaho industry to vocational programs.

When I first joined the Idaho Advisory Council in 1974, the state was budgeting approximately $2 million dollars and approximately the same amount came from the federal government for vocational education. Today, Idaho budgets approximately $16 million dollars for the program and the federal government has not increased its share of funding. I think this dramatically indicates Idaho's commitment to a continuing emphasis on and support for vocational education. It also illustrates that the Idaho Advisory Council on Vocational Education has been diligent in pointing out the need for funding of badly-needed vocational programs in the state and rather successful in that effort.

The accomplishments of the Idaho Advisory Council which I have mentioned have been possible, in large part, due to the independent look at vocational education that the Council has taken. The involvement of business, industry, labor, government and education from around our state has enabled us to evaluate the vocational system from a broad viewpoint; this had helped us establish vocational education programs in line with Idaho's needs.

Which brings me to what the Idaho Advisory Council and other State Advisory Councils on Vocational Education can do with adequate funding and support. In fact, it is what vocational councils MUST do in light of today's economic climate. Idaho's economy, like that of many states, is hard pressed. Areas particularly hard-hit in Idaho are the mining and timber industries. As an example, in the last week of May, unemployment rose another 20 percent in lumbering in Idaho. Many of these unemployment will need retraining in skills that will provide them a new way to make a living. These people, added to the high school and post-secondary students who are also in need of vocational training, will present our state with a challenge which will not be easy to meet. In this regard, I would like to emphasize that because of Idaho's economic condition, Idaho can ill afford to lose the $2 million in federal funds that the state is receiving at present for vocational education.

While cognizant of the value of all education, I feel I must stress the importance of vocational education. As an industry representative to the Advisory Council with a quarter-century of experience in personnel work, I've come to the conclusion that fully 75-to-85 percent of all jobs require some form of vocational training. It is a task so formidable that all segments of American society, public and private, must bring their skills and energies and resources to its resolution.

As to the future federal role in vocational education: The Idaho Council believes that the federal government should continue its involvement in vocational education. It seems imperative at this time in the nation's history that Congress give serious consideration to reauthorizing and funding State Advisory Councils. Such action by Congress in the past created grassroots entities to focus attention on vocational education—on its priorities and its effectiveness. The views of business, industry, labor, agriculture, education and the general public were brought to bear, and the result was stronger vocational education programs throughout the country. It would call your attention to the fact that the current trend to cut back on paperwork, of which I approve may lessen the ability of Congress to maintain oversight of the nation's vocational programs. In this event, the independent State Advisory Council could become the primary vehicle which will keep Congress apprised on training and retraining efforts.

The Idaho Advisory Council firmly believes that the primary focus of vocational education should be to provide a stable and competent work force which, in turn, will revitalize our Nation's economy. Quality vocational education has demonstrated its ability to prepare people for work and is a direct cost benefit to continued economic growth. As new vocational education legislation is written, the legislative process must guarantee input by all those concerned with vocational education. The focus of the legislation should be to provide education and training for the development of a skilled work force. If a skilled work force is achieved through vocational education, the probability of achieving other social goals will be enhanced and the solution of existing social problems will logically follow.

It is my strong feeling that Federal support is needed to maintain the States' capacity to address changing economic and employment needs and to provide leadership and coordination to the state and local education systems so they can respond to national priorities and emergencies. Federal dollars should be used as incentives to state and local agencies for expansion and improvement of vocational programs and services. Program improvement funds should continue to flow to a sole State agency for the purpose of determining priorities. This determination should be a part of the state planning process.

As I mentioned earlier, all segments of society should continue to have the right to advise and oversee the delivery of vocational education. Indeed, vocational education has an obligation to seek the widest possible input for maximum effectiveness.

At the state and federal level, legislation should provide for an Advisory Council system which is operationally and fiscally autonomous. Legislation should continue to guarantee that each Advisory Council has the right to advise and participate in planning at all levels, to review evaluations and accountability data and to make recommendations to improve the delivery of vocational education and training. Operational procedures of Advisory Councils should be left to each respective Council so that they can remain an effective, independent force. The Idaho Council believes that the membership of the Council should be at least 60 percent representatives of business, industry, labor and agriculture and that the balance should come from education and the general public.

It has been a pleasure to address this committee, and I thank you for the opportunity. I would be glad to try and answer questions concerning my views and the views of the Idaho Advisory Council on Vocational Education.

Chairman PERKINS. Mrs. Roberts?

You may proceed.

STATEMENT OF HOPE ROBERTS, CHAIRPERSON, NEVADA STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Mrs. ROBERTS. Thank you, Mr. Chairman.

My name is Hope Roberts and I am chairman of Nevada's Advisory Council on Vocational Education and Technical Education.

I am not an educator. I am a retired businesswoman. The success of my career resulted from a vocational education training program in the city of New York.

I also have served on Nevada's Advisory Council for 18 years, which predates the mandates of 1968 creating the advisory council as autonomous and properly funded by the Federal Government.

Mr. Chairman, that Congress, the Congress sitting in 1976 and 1978, is applauded for your continued support and trust by those involved in vocational education.

The future role of the Federal Government in vocational education is to assure the continuance of a populous with marketable skills which can only be assured the categorical aid for vocational education.

We must do everything we can and we look to you and your committee to lead the way to turn around unemployment and to revitalize the national economy and produce taxpayers rather than tax consumers.

It appears that new technology and business change is creating the same number of jobs as it is eliminating. Those jobs require specific skills beyond the individual simply wanting to work.

If economic recovery and revitalization is a Federal responsibility, then the components to that responsibility should be a Federal priority.

I have talked with many of my counterparts across this Nation, and they do report similar problems to Nevada's.

Nevada's conversation these days concentrates on not how the State and local governments can fill the gaps, but rather how much will be cut from the State and local vocational education projects when the Federal contribution is reduced.

With honor, humility, and very fine memories, I wish to quote the late Congressman Ashbrook as he best described the Federal contribution toward vocational education during your March 2 hearing.

> It is commonly accepted by both political parties that a 1 percent increase in unemployment across the country will result in reduced revenues to the Government of between $22 billion and $23 billion.
>
> It is accepted that vocational education results in reduced unemployment. If this is true, then at present levels it will take one-thirtieth of 1 percent reduction in unemployment resulting from vocational education in order for it to pay back what we invest in it.

That is the end of Congressman Ashbrook's quotation.

Mr. Chairman, the following recommendations for your consideration of vocational education reauthorization and budgets were approved by 52 of the 54 councils across the country and the trust territories.

They suggest that you consider providing resources to the States toward resolution of national priorities through a coordinated State vocational education system.

They also think that you should provide at the Federal level an educational entity for national leadership for vocational education through the States' sole education agency to the local level.

Also, that you provide categorical Federal dollars for vocational education to be used for those activities which are universally beneficial and/or directly related to national priorities.

For this purpose, Federal funding should be provided to support the involvement and participation of business, industry, labor, agriculture, and the general public via advisory councils at the Federal and State levels, assuring their continued operation and fiscal autonomy.

For the continuation of program improvement in order to expand the capacity of the population's work force by improving the development of the collective States' vocational education and training program, I think this should be done.

This would be as incentives to insure access for all people and for vocational student organizations.

In response to Chairman Perkins' request, I wish to place on file the summary of contributions made by State councils. I believe a copy has been distributed.

And also at the chairman's request, I have a copy for the majority staff and the minority staff a look at the council's effectiveness, a report of Nevada's council.

Chairman PERKINS. Without objection, so ordered.

Mrs. ROBERTS. I wish to assure the chairman and the committee from experience that advisory councils only became effective when you made us autonomous and federally funded.

We were then able to hire competent professional staff and support staff.

From that time communication with business, industry, labor, and agricultural communities and the general public as well as with the State board, increased to the point of development whereby we can now truly input our vocational education to benefit those individuals who enroll in its programs.

Nevada's council recognizes its role as being advisory, and as such, honors both the State board's legal and moral obligation to administer and make the final decision regarding program improvement.

Through the advisory process, our council serves as a positive leadership force and represents over 84 years of volunteer service through the council.

Among our achievements have been the development of a principle of the principles and policies handbook which was adopted by the State board as Nevada's State policy for education.

We worked extensively on the development of a formal process and materials for program evaluation. The evaluations were initiated statewide, and they are monitored by the council, and, thereby affords the council the opportunity to make Federal recommendations for evaluation improvement.

Our council has conducted independent research on a broad base of services and issues ranging from State funding needs to barriers to teenage employment.

Recommendations resulting from research caused the administration to improve services and the 5-year plan now contains recommended standards.

The Nevada council has worked for nearly 2 years with the Nevada Legislative Commission on teacher certification and standards, and those standards will now be submitted to our 1983 session of the State legislature as endorsed by the council.

Since our inception, our members of the council really have been advocates for vocational education with the following results impacting favorably.

We developed and distributed television and radio spot announcements to improve the image of and provide information about vocational education programs.

We also have recognition of outstanding vocational students. We develop and publish the Notepad which is an informational newsletter for educators and the general public.

We wrote, worked for, and achieved State legislation for the State's first financial contribution to replace and repair worn out, out-dated, and broken down equipment in vocational education programs across the State.

Believe it or not, it took 2 years to accomplish this little feat. That is the only way I can imagine it.

Can you imagine, though, what we would have to do, sir, to improve vocational education programs, personnel, and equipment if a block grant for education across the board is allocated to Nevada?

The diversity and influence of the members gives credence and strength for change. The change may not be too popular. That can be made because we happen to enjoy very good communcation with our State director and the State board.

The most persistent problems—and the chairman has requested this information—that the councils face evolve around communcations and funding.

Uniquely administrators were allowed total flexibility and program design with little outside interference in programmatic and curriculum areas.

The introduction of accountability and advisory councils in 1968 was the first intrusion of outsiders into program and curriculum decisionmaking and planning.

To a large extent, administrators viewed councils as intruding into their final area of absolute control and over the last several years, these built-in barriers have been broken down to a degree.

But is it not strange that the recommendations coming from the chief State school officers and the State directors report for reauthorization, support the request to eliminate SACVE's from Federal funding and their existence at the request of the decision of the State.

Do you really believe that we would survive? While all of the following problems have not been applicable to councils, they are very common complaints among my fellow servers.

The membership of the councils are loaded with educators who are the recipients of funds from the act and do not appropriately represent the interest of the membership category that they represent.

SACVE membership is not greatly representative of the States' business, industry, labor, agriculture, and general public.

This needs to be improved as you consider reauthorization.

State boards or their councils do not take recommendations too seriously, but they sure respond to them in a manner which passes Congress and the U.S. Department of Education inspection.

But it does very little to change vocational education.

The appointing authority does not make SACVE membership appointments in a timely manner which does cause interruption to our council services.

Councils have always been faced with financial problems, especially those minimum funded SACVE's.

The fiscal year 1983 appropriation for minimum funded States will mean that staff will be cut and SACVE functions and meetings curtailed.

Nevada's council now operates with one executive director and one secretary. We have had to cut back the secretary's hours to a 6-hour day.

So, our Council members may perform to the extent they have in the past.

Beyond these problems are the problems with fiscal agents. If SACVE's are to operate in an even autonomous level, then the control, that is, the fiscal agents which exercise control over the funds and expenses must be more clearly defined.

Chairman **Perkins**. I will have to interrupt you at this point, Mrs. Roberts. I am going to have to go over and vote on the floor of the House.

[Recess taken.]

Mr. **Kildee** [acting chairman]. The recess is now over and we will continue the testimony with Mrs. Roberts concluding.

For those who are here for the full committee markup, it will start at about 10:30 a.m.

Mrs. Roberts, please continue. We apologize for the interruption.

Mrs. **Roberts**. All of the problems—and this is in response to the chairman's request where he requested this information—that is, while all the problems I have just cited have not been applicable to all councils, they are common complaints.

I believe I was down to the point of the problem with fiscal agents, and this may come as a shock to you, sir, but councils have been experiencing, that is, the fiscal agents have imposed fund freezing, mandatory purchases, and they have fired staff and have denied travel for council members.

While the Nevada council presently suffers none of these problems, and we have overcome them—and I do thank God for that—but they are common with other SACVE's.

With all of these concerns of external control, can this committee really imagine what a block grant would do to SACVE's when they then must compete in legislatures with budgeting processes for their existence and where the SACVE members must argue their cause to the detriment of programs?

SACVE's were created by Congress as a vehicle to more effectively address the national priority of maintaining a viable and well-trained work force.

In these troubled economic times, is not that priority even more important than it was 12 years ago?

SACVE's have served well and our reports to Congress and the U.S. Department of Education will document that fact.

The exemplary giving of time and talent by business, industry, labor, agriculture, education, and the general public have made vocational education a better option in education across America.

SACVE's are one Federal creation that serves as a guiding light for the President's efforts to encourage voluntarism across America.

Now is not the time to reduce support for education or for its strong support of the autonomous State advisory councils on vocational education.

President Reagan has proposed a budget of $500 million for vocational education for fiscal year 1983. That budget presupposes the passage of the administration's supported bill for vocational education reauthorization.

While it is nearly impossible to separate the two issues, Nevada's council strongly feels that the $150 million reduction in funds for fiscal year 1983 under the current law or its reauthorization would be disastrous for programs and students.

This simply means more people unprepared for productive work.

The currently proposed Consolidation Act is totally unacceptable to my council in its present form and most definitely in the proposed form, the proposed $500 million level of authorization for fiscal year 1984 through fiscal year 1987, that is, the proposed act as vocational education and adult education to be all things to all people, and to accomplish the goal with reduced funds held stable over 4 years is unacceptable.

That just does not make sense.

If this legislation is enacted, programs in rural areas will close down because of the little money that they will receive from a $500 million appropriation.

Please, gentlemen, do continue your support and your trust in vocational education to achieve its goals and to serve economic needs of America.

I would ask that my prepared statement be placed in the record at this time.

Thank you very much.

Mr. KILDEE. Thank you.

Without objection, your statement will be placed in the record at this time.

[Prepared statement and report submitted by Hope Roberts follows:]

PREPARED STATEMENT OF HOPE M. ROBERTS, CHAIRMAN, NEVADA ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION

Chairman Perkins, members of the committee, my name is Hope Roberts, Chairman of the Nevada Advisory Council for Vocational-Technical Education. On behalf of myself and those chairmen and members of councils I represent across this country, thank you for the opportunity to address the committee on vocational education.

Some fifty plus years ago I was fortunate enough to complete a course of commercial training in the public schools of New York. Though the title has been changed to "Vocational Education", my commercial training held me in good stead for over forty years of professional life. I progressed from being a secretary to an executive secretary and a private business woman over a very active forty-five year business career and over thirty years in volunteer community services. This has resulted from a background of vocational education. Since retiring, I have devoted by far the largest percentage of my time to volunteer service to vocational education.

Americans have a great heritage of being descendants of hard working productive people. The emigrants from all over the world who responded to the call of America were people with a pride in working and individual productivity. America became great and strong because they believed in the value of productive work. Ten years ago with the "Career Education" movement came a slogan, "there is dignity in work". I have, while supporting career education, rejected the concept of that statement for there is dignity in the worker not work.

The future federal role in vocational education is to assure the continuance of a populace with current marketable skills. I strongly believe that the greatest natural asset this nation has is its people. If this nation is to remain strong and maintain its position of leadership in the community of nations, we must pursue the development of our human resource into a capital asset to this country, as a priority of national significance that requires a continued federal effort. That support needs to come in the form of categorical aid for vocational education.

The crisis of economics which this nation now faces is not new, it is a recurring problem which all enduring nations face from time to time. What is new is the magnitude of the problem and in many ways what is proposed as the solutions. The economic recovery of this nation is highly dependent on many considerations. One factor which must not be overlooked is the need to get people back to productive work.

Vocational education was bred and born of crisis. From 1917 to the present, vocational education has been called upon to serve as a party of this country's solution to problems. In time of depression the wheels of vocational education have been placed in gear to get people back to work and generate economic activity. In time of war, vocational education has been the primer used to put war production in high gear. In time of peace, vocational education has been the catalyst to transition, the war time work force to peace time occupations. These facts are drawn to your attention and must be remembered as an integral part of this country's solution to current economic, domestic and military problems.

On June 4, 1982, the Bureau of Labor Statistics released its Seasonally Adjusted Unemployment Report showing nineteen states and the District of Columbia have unemployment rates at the double digit levels. The report also shows that 10.5 million Americans were unemployed during the month of May. The jobless rate unadjusted for May, was the highest since the government began keeping monthly figures in 1948. The previous high was the annual jobless rate of 9.9% in 1941.[1]

Economists tell us that a prime consideration for bringing down interest rates, to encourage business growth and stimulate the economy, is to encourage individual savings. My own logic and reasoning, based on forty-five years in business, tells me that unemployed people do not save more, they use what they have saved to survive on a day to day basis. We must turn around unemployment and interest rates to revitalize our national economy and produce taxpayers rather than tax consumers.

Even in these recessionary times, the number of jobs available in Nevada are increasing. Though the rate of increase has slowed considerably over the last 18 months, they do continue to increase each month. Even through job lay offs and business closures, the number of available jobs increase, paradoxically, at about the same rate as Nevada's unemployment.[2] It appears that new technology and business change is creating about the same number of jobs as it is eliminating, therefore, there are, like in most areas, jobs available but they require specific skills of the individual beyond simply wanting to work and be productive.

If national economic recovery and revitalization is a federal responsibility, then the components to that responsibility should be a federal priority and vocational education is a component of that formula for recovery. Vocational education must be a part of this nation's work force transition.

For assumption purposes, there has been established, a current reason for a federal role in vocational education. Now we need to consider momentarily our current situation in Nevada. For your information, I have talked with many of my counterparts across this national and they report similar problems. In Nevada the most public conversation about the federal cutback in vocational education is not how the state and local government can fill in the gaps, but rather how much will be cut from the state and local vocational education budgets when the federal contribution is reduced.

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[1] Bureau of Labor Statistics Unemployment Report, May 7, 1982, and American Press Report, June 4, 1982.

[2] Nevada Employment Security Department, "Economic Update," March 1982.

In the microcosm of the state and local levels, one can much less see the impact of vocational education than on a nationwide basis. With honor and fond memory, I wish to quote Congressman Ashbrook as he best described the federal contribution, "It is commonly accepted by both political parties, that a 1 percent increase in unemployment across this country will result in reduced revenues to the government of $22-23 billion. It is accepted that vocational education results in reduced unemployment. If this is true, then at present levels it will take one-thirtieth of one percent reduction in unemployment resulting from vocational education in order for it to pay back what we invest in it".[3]

The following recommendations are submitted for your consideration of vocational education budgets and reauthorization processes:

Provide resources to the states toward resolution of national priorities through a coordinated state vocational education system.

Provide at the federal level, an education entity for national leadership for vocational education through the state's sole education agency to the local level.

Categorical Federal dollars for vocational education should be used for those activities which are universally beneficial and/or directly related to national priorities in vocational education.

For this purpose, Federal funding should be provided:

In support of the involvement and participation of business, industry, labor, agriculture and the general public to advisory councils at the federal and state levels, assuring their continued operation and fiscal autonomy;

For the continuation of program improvement;

To expand the capacity of the population's work force by improving and increasing the development of the collective states vocational education and training programs.

As incentives to ensure access for all populations;

For vocational student organizations.

I was asked to reflect upon what the Council has done and what it continues to do, as well as the potential effect the withdrawal of federal support for SACVEs would have on councils. Humbly, and with true pride, I have been a member of the Nevada SACVE for eighteen years which predates federal funding or mandate. Because of my tenure with the Council, I can say we became truly viable in our role only after the federal mandate and supporting federal funds made us autonomous and able to hire competent professional and support staff. Our greatest success has been since we received funding, because continued communications is truly our only tool to effect leadership from the business, industry, labor and general public. Having its own operational base has led our SACVE to the point of development whereby we can truly input on vocational education for its improvement to benefit those individuals who enroll in it.

The current membership of the Nevada SACVE represents over 84 years of membership and service through the Council. Each member representing a category contributes directly to the effectiveness of the Council's input for planning, delivery, evaluation and accountability of programs and funds. The Nevada SACVE, since the last federal mandate, has remained cognizant at all times of its role and responsibility to Congress. The Council recognizes its role as being advisory and as such honors both the State Board for Vocational Education's legal and moral obligation to administer—make final decision—on vocational education. Through the advisory process the Nevada Council serves as a positive leadership force in vocational education.

Since the Council does not administer programs, it is difficult to specify those activities which have resulted in the improvement of vocational education as any decisive clear cut examples are co-mingled with the administrative process. For this reason, the activities most impacting upon vocational education can be divided into two groups, those which resulted from direct advice and involvement of the Council and those which are solely attributable to Council decision and direction.

ACTIVITIES STRONGLY IMPACTED BY THE NEVADA COUNCIL

Council members and a broad base of individuals worked in unison to develop Nevada's first policy document for vocational education. After Council recommendation, the State Board in its policy recodification reviewed, updated and make the

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[3] Congressman Ashbrook, House Labor and Education Committee hearing, Mar. 2, 1982.

"Principles and Policies for Vocational Education", a part of Nevada State Policy for Education.

The Council worked extensively on the development of a formal process and materials for program evaluaton. After recommendation from the Council, the evaluations statewide were initiated and each year the Council makes recommendations for evaluation improvement.

The Council has from its inception, conducted independent research on a broad base of vocational education issues ranging from State Funding Needs of Vocational Education to Barriers to Teenage Employment. Recommendations from research have resulted in administrative efforts to improve services in the following areas (not all inclusive):

Teachers inservice on teaching the basics in vocational education;

Shifting emphasis for use of Public Law 94-482 subpart 3 funds to teacher inservice and curriculum development from research and exemplary activities;

Provide inservice for all school personnel in the area of philosophy of vocational education and the State Board's Principles and Policies of Vocational Education.

As a result of Joint cooperation, encouragement and advise, the Five-Year Plan for Vocational Education now contains recommended standards for vocational education.

The Nevada Council has worked for nearly two years on the Neveda Legislative Commission on Teacher Certification and Standards. The proposed standards for vocational education will be submitted to the 1983 session of Nevada's Legislative as endorsed by the Nevada Council.

ACTIVITIES INITIATED AND COMPLETED BY THE NEVADA COUNCIL

The Nevada Council has over its life, attempted to serve as an advocate to everyone for vocational education. The following results have favorably impacted upon vocational education:

Developed and distributed television and radio spot announcements to improve the image of, and provide information about vocational education.

Conducted statewide outstanding vocational student recognition.

Developed and publishes "The Note Pad", an information newsletter about vocational education for educators and the general public.

Wrote, worked for and achieved the passage of state legislation for the State's first contribution to replace and repair worn out and broken down equipment in vocational programs across the state.

No discussion on the impact of the Nevada SACVE would be complete without touching on the recurring change which results from the Council's existence. In Nevada, change continues to occur resulting in better program planning, delivery, evaluation and accountability through the review process. While major shifts or significant change occurs through written recommendation, refinement and improvement of service is on going as a result of the dialogue and cooperation between the Council, State Board and the Board's staff.

The diversity and influence of the SACVE's members give credence and strength for dynamic change. Realistically, vocational education is not controlled by any single group or individual. Congress, State Boards, Governors, State Legislatures and Local Boards of Education all play critical roles in the continued offering and improvement of vocational education. Council members who are vocationally informed and with strong roots in the economy of the state become allies to program operators and administrators. The anticipation of administrators to the SACVE's reactions in and of itself, creates change which goes undocumented in reports. Being informed representatives of both the noneducation and education communities, members of Councils assist in developing the atmosphere for change in vocational education with those individuals not directly administering program but by virtue of budget and law making, control change of programs.

Frequently, change which may not be widely popular, but that is for the good of the students who want, need and will benefit from vocational education, can be made because the State Director and State Board for Vocational Education has interacted with the Council and knows the Council will support the effort.

Advisory Councils have always faced very difficult problems. The most persistent problems always evolve around communications and financing. For many years administrators of vocational education were able to operate programs without outside interference and to a large degree, without programmatic accountability. Administrators have always recognized that the financial authority for their programs has been shared with State Boards, State Legislators, Governors and Local Boards of Education. Uniquely, vocational education administrators were allowed total flexibility in program design with little outside "interference" in programmatic and curriculum areas. The introduction of accountability and advisory councils in 1968, was the first intrusion of "outsiders" into programmatic and curriculum decision making and planning. For many years vocational administrators were reluctant to involve councils in their domain of planning and evaluation for program offerings and curriculum. To a large extent, administrators saw SACVEs as intruders into their final area of absolute control. Over the last 8 to 10 years thses built in barriers have been broken down to a large degree.

While all of the following problems have not been applicable to all councils, they are common complaints I have heard from my counterparts across the country:

The membership of the councils are loaded with educators who are recipients of funds from the Act and do not appropriately represent the interests of the membership category they represent.

SACVE membership is not representative of the States' business, industry, labor and general public.

State Boards for Vocational Education or their staff do not take Council recommendations seriously and respond to them in a manner which passes U.S. Department of Education inspection, but does little to change vocational education.

The appointing authority does not make SACVE membership appointments in a timely manner which causes interruption in Council services.

Councils have always faced financial problems, especially those SACVEs which are minimum funded. With the increased mandatory functions, the councils have found it difficult to maintain their pre-1981 level of activities. The fiscal year 1983 appropriation for minimum funded states mean that staff will be cut and SACVE functions further curtailed.

Beyond the problems of only minimum funding for all SACVEs is the problems with fiscal agents. Across this country in many states the fiscal agent is exercising control over Council funds to the extent that the funds in varying amounts are unavailable for SACVE use. If SACVEs are to operate in even a limited autonomous level, the control fiscal agents exercise over funds and expenditures must be more clearly specified in law. The Nevada SACVE has changed fiscal agents twice to be able to continue operations. Past fiscal agents have imposed fund freezing, mandatory purchases, fired staff and denied travel to mention just a few. While the Nevada SACVE presently suffers none of these problems, they are common with other SACVEs. With all of these concerns of external control could you imagine a block grant where the SACVE must compete in legislatures and budgeting process for their existence, and where the SACVE members must argue their cause to the detriment of programs?

State Advisory Councils on vocational education were created by Congress as a vehicle to more effectively address the national priority of maintaining a viable and well trained work force. In our current economic times, isn't that priority even more important than it was 12 years ago? SACVEs have served well, the exemplary giving of time and talent by Business, Industry, Labor, Education and general public representatives have made vocational education a better option in education across America. SACVEs are one federal creation which has worked well and served as a guiding light for the President's efforts to encourage voluntarism across America. Now is not the time to reduce support for "Education for Work" or for its strong supportive arm, the autonomous State Advisory Councils on Vocational Education.

President Reagan has proposed a budget of $500 million for vocational education for fiscal year 1983. The fiscal year 1983 budget presupposes the passage of the Administration's supported bill for vocational education reauthorization. While it is nearly impossible to separate the two issues, our Council strongly feels that the $150 million plus reduction in funds for vocational education for fiscal year 1983 under either the current law or new reauthorization would be disastrous for programs.

As previously mentioned, State and local governments are not talking of how to bridge the gap, but rather how the matching budget can be cut for vocational education. The very statement made in President Reagan's Economic Recovery Plan, that Federal funds for vocational education are matched at a level of 10 to 1, has become a rule of thumb by which the State and local budgets can be cut. Obviously, when the observation was made that the Federal cutback would be picked up by the states because they over match, President Reagan was not counting on the fact that State and local governments were looking for any program which could be cut without jeopardizing Federal funds. If the Federal commitment to vocational education is reduced by $150 million, we could well see a reduction nationwide of $1.5 billion for vocational education over the next 4 years. This simply means more people unprepared for productive work. To consider a block grant to the states for all education could ultimately result in the elimination of vocational education in the secondary schools of America, except those which recognize the fact that the majority of jobs in America require vocational training, not a college degree.

It is very difficult to discuss the Administrations supported reauthorization bill without making note of the fact that it states that funds from the act may not be used to support State or local Advisory Councils. Our Council is adamantly opposed to the disallowance of funds for Councils.

To suggest modification to the proposed consolidation for vocational and adult education is to say that we feel the reauthorization bill can be salvaged by amendment. Our Council is of the opinion that the consolidation of vocational education with adult education is a very grave mistake as both programs will be diluted and the effeciveness of both programs reduced. The currently proposed consolidation Act is totally unacceptable to my Council in its present form and most definitely at the proposed $500 million level of authorization from fiscal year 1984 through 1987. The Consolidation Act asks vocational education and adult education to be all things to all people and to accomplish this goal with reduced funding held stable over four years. If the past is any indication, the stable funds of $500 million will be greatly reduced by inflation over the next four years. The proposed consolidation and reauthorization in its declaration of purpose speaks of promoting economic development by—

(1) Meeting the needs of youth and adults, in all (emphasize the word ALL) communities, for vocational education;

(2) strengthening the ability of states and local systems of vocational education to promote and respond to economic development;

(3) providing equal educational opportunities in vocational education for all students, including students with special needs such as the educationally disadvantaged, the handicapped and those with limited English speaking proficiency;

(4) meeting the needs of employers for skilled and literate work force;.

The list goes on through basic skills, continuing education for adults to become productive employable citizens, and closes with a statement that Congress intends to give State Boards discretionary authority in planning developing, administering and operating such programs.

What follows is a piece of legislation which if enacted will close down many of our rural programs in Nevada and other rural states because of the little money they will receive from a $500 million national appropriation. The rural districts count on the Federal funds to maintain their high cost programs. My question is—what is meant by the statement "all communities" in the declaration of purpose?

Finally, what was to be wide discretionary authority for states became as prescriptive as the current legislation which in my personal opinion causes less confusion and disruption in our State than this proposed legislation would cause.

While time will not permit my full disclosure of our concerns over reauthorization, these initial comments give you a flavor of what is to come if the bill passes. We endorse efforts for economic development support through research, teacher training, skills programs, the use of a single State agency and etc., however, our Council can not endorse a bill which may well do harm to programs in all rural low populated states.

Personally, I commend Congressman Perkins for his foresight when he led the effort of many members of Congress to establish SACVEs in federal vocational education legislation. It is still true, that in Nevada 80 percent of the students do not complete a college degree program.[4] Current labor demand required a high level of vocational skills development for employment and economic growth. Vocational education now more than ever, needs your continued support and trust to achieve its goals and serve the needs of America.

A Look at Council Effectiveness

(A report by Nevada Advisory Council for Vocational-Technical Education, January 1981)

Increasingly the question has been asked: "What have State Advisory Councils for Vocational Education (SACVEs) done to improve vocational education services in America?" With ever increasing regularity SACVE members and staff are asking themselves: "Have our efforts been effective and are we making a difference?" The answers to these questions must be addressed individually, by each Council, with a true sense of honesty to itself. As the needs of vocational education in each State vary, so does the SACVE of that State. No single set of predetermined criteria can assess the effectiveness of all SACVEs' therefore, it is the duty of each Council to describe, in terms of its goals for the Council, the success or failure of its operations.

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[4] Bill Trabert, State Director of Vocational Education, verbal comment at the Nevada SACVE meeting May 27, 1982.

With the passage of the Educational Amendments of 1976, Public Law 94-482, the role and function of the SACVEs were more consciously detailed, and yet the difference from SACVE to SACVE was guaranteed by specific language which described clearly the autonomous nature of each SACVE. Historically, and by legal mandate within Public Law 94-482, Councils have reported in their Annual Reports the action of State Boards for Vocational Education on recommendations made to the Board of improvement of vocational education. The effectiveness of recommendations from fiscal year 1977 through fiscal year 1980 are reflected in each progressive annual report; for that reason those sections of the 9th through 11th Annual Reports of the Nevada SACVE have been appendixed.

Above and beyond the mandatory functions, the Nevada Council has assumed a proactive and advocacy role for vocational education in general. As such, the Council has opted to involve itself in all aspects of vocational education rather than simply restricting its activities to involvement with only federally funded functions and responsibilities. In order that the entire spectrum of activities of the Council may be made public, an annual activity report to the State Board for Vocational Education was instituted in fiscal year 1979 and included in the Tenth Annual Evaluation Report. In fiscal year 1980 a separate activity report was prepared by the Council and submitted under separate title. Both the fiscal years 1979 and 1980 reports have been appendixed for your review and for the purpose of reporting.

Since the implementation of Public Law 94-482, the Nevada Council has found itself increasingly less available to conduct non-mandatory activities. With the expansion of SACVE legal mandates and funding which has not kept up with inflation, the general advocacy role of the Nevada Council has been curtailed each year to assure the Council's continuation, and compliance with Public Law 94-482. In March of 1980, the Nevada Council was one of the several Councils to be reviewed by a MERC-Q (Management Evaluation Review for Compliance and Quality) team. The MERC-Q team found no non-compliances assuring Council members and staff that they had in fact adhered to requirements within the law and had accomplished all mandates therein.

Since 1977 the Council has made recommendations and taken actions which have positively effected the growth and improvement of vocational education in Nevada. The following listing of successful undertakings has been broken into 4 categories: 1. Planning, 2. Program Operations, 3. Program Evaluations, 4. General Advocacy for Vocational Education. The Council would caution the reader: the successes herein listed have resulted in part through Council action which can be traced to recommendations made by the Council formally and informally, but such successes are not possible without efforts on the part of the State Board for Vocational Education, the State Department of Education, Local Directors of Vocational Education, Local Advisory Councils for Vocational Education, the Nevada Employment Security Department, the State Occupational Coordinating Committee and many others who have united for the good of Vocational Education. Frequently the Council served as only the catalyst for change.

PLANNING

Since the Council has been concerned about the timeliness as well as accuracy of planning for vocational education, some significant changes which have been realized are as follows:

1. Public Hearings are held to receive input on the long range planning and annual planning for vocational education so that specific input each fiscal year is received prior to the drafting of the plan and allowing sufficient time for general public recommendations to be incorporated in the planning process. Prior to this change public hearings were held late in the fiscal year, after the drafting of plans, making it difficult if not impossible to incorporate public recommendations in the planning process and still meet deadlines for submission of the annual plan revisions to the State Board for Vocational Education and the U.S. Department of Education.

2. Until fiscal year 1980 the Council has historically been critical of labor market supply data utilized in planning for vocational education and in general manpower training services. Since the Nevada Department of Education does not have adequate manpower or funds to conduct statewide demand studies and in recognizing that Public Law 94-482 regulations require the use of Employment Service data, it

was necessary to encourage change in the Employment Security Department projection mechanism. In fiscal year 1979 a system was adopted which more accurately projects manpower needs and which for the first time won the confidence of the Council as well as all other agencies which rely upon this sytem's data.

3. While certainly not solely the quest of the Council, it is significant to note that in 1980 the full scale Occupational Information System reports both supply and demand and minimizes the inaccuracies which occur through human error in hand crosswalking program completers from U.S. Department of Education Occupational Codes to DOT codes. This process has been greatly enhanced by an increasingly accurate Vocational Education Data System (VEDS). The full potential of the system is as yet unrealized, but for the first time in Nevada vocational program completers, CETA programs completers, available unemployed, and all other public and private manpower sources are reported in one package coupled with manpower demand information.

PROGRAM ORGANIZATIONS

1. The Nevada Council perceives the Vocational Education Youth Organizations (eg. VICA, DECA, FBLA, FHA/HERO, F.F.A.) as an intrical part of the vocational training and leadership process. The Council was instrumental in implementing state funds support for youth organizations prior to 1977. In 1980, the Council formally recommended expansion of funding; and available funds to support vocational youth organizations was increased by 50 percent.

2. During fiscal year 1980 the Council recommended, and through Board and Department of Education action was able to get, an increase in the basic state grant given as a minimum to all districts for the operation of vocational education programs.

3. The Council has provided technical assistance in the form of workshops and consultant services to all agencies wishing to implement or upgrade Local Advisory Councils for Vocational Education. Through revisions of local program application requirements, the State Department of Education has required the establishment of Local Advisory Committees for Vocational Education (LACVEs). Leadership for, and assistance to, all vocational education funding applicants have eminated from the State Department of Education and the State Council.

4. In 1977 a statewide study was conducted by the Council to collect and assemble the opinions of educators, business, industry and labor on the needs of vocational education. This resulted in the Council drafting and submitting to the Nevada legislature a special appropriations bill for vocational education. While presently being considered by the Legislature (which meets biennially), the bill has brought to focus the need for the State to assume an even larger role in providing vocational education services, and to meet the needs of vocational education.

5. As a result of Council concerns for teacher competency, funding for inservice staff development under subpart III, of Public Law 94-482 has been significantly increased in 1980, reflecting a higher priority for the professional development of teachers.

6. As a result of Council concerns, research and support, funding of curriculum development activities which relate to curriculum development and secondary/postsecondary articulation was expanded in fiscal year 1979 and again in fiscal year 1980.

7. Social and economic influences and technological change, as well as the advent of career education, has brought about a new era in vocational education. The Council long recognized that Nevada lacked an official State Board of Vocational Education's Principles and Policies for Vocational Education. Though a substantial document had been developed in 1975 which would give state leadership to vocational education, it was never amended and acted upon to support statewide vocational education efforts. In 1979 after Council encouragement, the Principles and Policies of Vocational Education were adopted by the State Board for Vocational Education.

8. In spring and summer of 1980 the Council conducted a statewide research project to assess the uniformity of philosophy and principles of vocational education in Nevada. As a result of that study, an interim report with recommendations was made to the State Board for Vocational Education. A revision of current plans to accommodate a state level inservice program on the Principles and Policies of vocational education resulted.

9. Among the issues dealt with in Board Policies adopted, and of concern to the Council, was the discrepancy between teacher certification requirements for totally locally funded vocational education programs and those utilized as matching to federal funds or utilizing federal funds for operations. As a result of Board Policy revi-

sions all programs will now have identical certification requirements by September 1, 1984. The Council has been intricately involved in the process of revising vocational teacher certification requirements.

EVALUATION

1. From 1970 through fiscal year 1980 the Nevada Department of Education conducted no evaluations of vocational education programs. The quality of vocational education services was assessed solely by the Council and local program directors. As a result of the passage of Public Law 94-482, evaluation mandates, (a 1974 draft evaluation plan which had not been implemented) was brought to light. Revisions made at the recommendation of the Council included a wide range of individuals upon whom the statewide evaluation would impact. The State Council, through its staff, was exhaustively involved in the evaluation process and modification; almost without exception the Council's recommendations were included and implemented.

Since the implementation of statewide evaluations, the Council has monitored evaluations continually and recommended changes. The Council has strongly endorsed the existing evaluation strategies and the Department's handling of to-date completed evaluations.

2. Although previously in existence, monitoring of vocational programs has not led to positive changes in programs effectiveness or utilization. Monitoring is not the equivalent of evaluation. Evaluations serve to judge the effectiveness and quality of existing programs and offerings; monitoring focuses upon compliance with regulations and serves as a vehicle for relaying suggestions for improvements on a continuing basis.

Formal recommendation (both previously and currently) from the Council includes the use of effective monitoring as a vehicle for program improvement. Prior to the change in state directorship, monitoring was not a priority. As of fiscal year 1981, and due to a directive from the new state director of vocational education, a new priority for monitoring was established. Monitoring of all vocational programs is the recommendation of the Council and the requirement from the vocational education division. The department has set for itself the goal of monitoring all vocational programs in fiscal year 1981 and has initiated the necessary action to fully implement that goal.

GENERAL ADVOCACY FOR VOCATIONAL EDUCATION

The Council perceives itself as a body to serve in the promotion and improvement of vocational education over and above the mandates of Public Law 94-482. Specific activities, although not fitting categorically into program planning, operations or evaluation have been, since its beginning in 1965, undertaken to increase the overall effectiveness of vocational education.

A summary of advocacy activities are herein reported. Although not inclusive, these activities highlight Council activities since the implementation of P.L. 94-482.

1. In 1977 the Council applied for and received a matching grant to develop 4 vocational education promotional films and radio announcements. The projects were completed in February of 1978 and are at present being aired by both television and radio stations since 1978.

2. From 1977 through 1980 the Council has conducted a statewide youth recognition program which has promoted excellence and leadership in Vocational Education. The program has recognized 180 individuals, and contributes significantly to the general public's awareness of vocational education.

3. The Council has committed itself to the State making a larger commitment to the funding of vocational education. It has long been the position of the Council that the State's contribution to vocational education should be expanded. Cognizant of the Council's position a legislative network was developed and established to promote new state funding and support continuation of existing funds.

4. Each State which chooses to expend federal funds for research must establish a Research Coordinating Unit (RCU). In 1978 the Council proposed the establishment of an RCU Advisory Committee and was instrumental in its establishment.

5. The Council through members and staff has established many working relationships with many groups who traditionally have either had no ties or loose ties to the vocational educational establishment. Existing ties are for promotion of vocational programs as well as to temper the advice given the State Board with as many opinions and positions as possible.

6. The Council works continually to liaison between agencies and groups in general who are impacted upon by vocational and manpower training programs. Both members and staff serve as speakers and consultants to a diverse group of agencies

and organizations (e.g. State PTA, State AFL-CIO, State Manpower (CETA) Council).

7. The Council is at present completing a statewide study of Barriers to Youth Employment which was requested by The State Board for Vocational Education. The study will be a vehicle for determining those factors which can be responded to by education and those for which education has no specific responsibility nor able to respond to effectively.

CONCLUSION

The Council recognizes the impossible task of discussing all aspects and its operations in readable form. Your attention is drawn to the appendices which describe activities above and beyond day-to-day events. This report was prepared to provide ideas, more details and perceptions.

In terms of what the Nevada Council has defined as its goals, it feels it has met with great success. Consequently, we are pleased to rely this information.

APPENDIX A. PROGRESS MADE BY THE NEVADA STATE BOARD FOR VOCATIONAL EDUCATION ON COUNCIL RECOMMENDATIONS, FISCAL YEARS 1977-79

RESPONSES AND PROGRESS MADE BY THE STATE BOARD FOR VOCATIONAL EDUCATION ON FISCAL YEAR 1977 RECOMMENDATIONS

At their regular meeting on June 30, 1978, the State Board for Vocational Education responsed to the recommendations made in the Eighth Annual Evaluation Report of the Nevada Advisory Council for Vocational Education. As required, the Council has included those responses in the Ninth Annual Report along with its comments on the progress made and changes which occurred since the submission of the Eighth Annual Report in December of 1977.

Recommendation No. 1—1977: Students need more career information. There is a dearth of career information (printed, film strips, etc.) for use in providing career/vocational counseling to rural high school students when compared to metropolitan schools. Films, printed materials, career days, career oriented speakers and field trips should be provided for students in grades nine through twelve on a regular basis.

Board Response: The Department agrees with the recommendation. Although much career information has been made available to high schools, there continues to be a need for career/vocational guidance materials and hardware. Such career information used in the high schools must be supplied by the school districts. The Department of Education does not have the responsibility nor the funds to supply the various school districts with guidance materials; however, the vocational consultants continually advise the various high school principles and guidance personnel of the need for current materials.

The State Advisors to the various vocational education youth organizations have given leadership to these groups in the area of career exploration, which has made a significant contribution to the overall guidance program. State leadership in vocational guidance has been de-emphasized during the past two years due to lack of personnel and budget restrictions. It is the hope of the Department that staff will be restored to give effective leadership.

Council Comments—1978: The State Advisory Council recognizes the need for professional vocational guidance personnel, the lack of available funds for direct grants to districts for the development or purchase of career information, and the Council recognizes the fact that neither the State Board for Vocational Education nor its staff has direct authority or responsibility for the securing of materials within a district. Further, the Council commends the state staff for its efforts to provide leadership to vocational guidance and specifically commends the State Advisory of the vocational education youth organization for their most meaningful contribution to providing career exploration and leadership preparation.

After consultation with the State Comprehensive Employment Training Office Staff, it was ascertained that funds can be made, and are, available through the Comprehensive Employment Training Act (CETA) which would eliminate a large portion of the problem of lack of grantable dollars. The availability of funds for the development and purchase career information is dependent upon a coordinated effort between State Department of Education Staff (both Vocational and Guidance), CETA Staff, and local districts.

Recommendation No. 2—1977: A follow-up of completers and leavers should be instituted. It is recommended that the high schools and community colleges be required to, and supported by the State Board of Education and the Board of Regents in their efforts to, implement a follow-up program in order to assess the extent students find employment related to training received. It is further recommended that a part of this follow-up include employers to determine how effectively training programs have prepared students to perform on the job.

Board Response: The new vocational education legislation requires that a follow-up of completers and leavers must be compiled on an annual basis. The National Institute of Educational Statistics is working on the development of a new system of reporting statistical information to the U.S. Office of Education, which includes guidelines for the follow-up report. The implementation of a valid and complete follow-up report is a costly and time-consuming endeavor, and the Department will either have to decrease funding of local programs or secure additional funding if a meaningful and usable report is developed. There is no question as to the need for this type of report to ensure that the various vocational programs are preparing students for employment. The Department agrees with the recommendations.

Council Comments—1978: Though the Board has recognized the need both legally and from a planning standpoint, no visable effort has been made to implement the recommendation. The Council does not perceive the responsibility of implementing a follow-up to be the sole responsibility of State Board Staff, rather, State Staff should provide leadership and guidelines to the effort and the primary responsibility for the conducting of student follow-up lies in the hands of the local districts and community college.

Recommendation No. 3—1977: Local Advisory Councils should be established. Since the use of local advisory councils for vocational education in program development is virtually nonexistent in the rural high schools, it is recommended that efforts be made to establish and maintain operational local advisory councils.

Board Response: Local Advisory Councils have been established by all school districts and community colleges operating vocational education programs supported in whole, or in part with Federal funds. An Advisory Council Brochure has been developed and distributed to Local Advisory Councils which gives the council membership direction for council appointments and organization. Local school districts and community colleges have submitted the names of their respective council membership, and all local plans and applications for funds must indicate that the council is active, has reviewed the Local Plan, and has been "provided opportunity to review current program offerings, and to give advice on current employment needs and relevance to those needs of the current and proposed vocational education courses and programs."

Council Comments—1978: The State Council commends the Board and its staff for its efforts to establish Local Advisory Councils for Vocational Education and for their State Plan requirements for the involvement of Local Advisory Councils in the process of planning for and preparing the Local Application, the State Board has, through activities described under the major heading Establishment of Local Advisory Councils for Vocational Education, completed the activities necessary to accomplish recommendation number 3.

Recommendation No. 4—1977: Counseling services need to be expanded in rural high schools. It is recommended that alternative methods of career/vocational counseling be formally studied by the State Department of Education, so that rural school personnel can be trained in an alternative method of career/vocational counseling and, if feasible, additional staff time made available to guarantee that rural students receive adequate career/vocational guidance.

Board Response: During the past year, a unique guidance project has been implemented which addresses the problems of career/vocational counseling in rural high schools. A consortium has been formed consisting of Humboldt, Lander and Pershing County School Districts for the purpose of employing an itinerant vocational guidance counselor. The counselor will be housed in Winnemucca and will travel to Battle Mountain, Austin, McDermitt and Pershing County High Schools.

The program of vocational guidance will encompass an in-service training program for the high school vocational teachers to train them in counseling techniques and make them aware of various guidance materials and hardware so that they will be capable of helping and guiding the students in making occupational choices and planning their educational programs for preparation into the occupation on a continuing basis. In addition, the itinerant counselor will have direct contact with students to review their plans and analyze their educational programs.

If the itinerant guidance project proves successful, additional programs will be implemented so that every rural high school in the State has a competent vocational guidance counselor.

Council Comments—1978: The State Council commends the State Board and its staff for their prompt initiation of actions which address the problem as cited within recommendation number 4. If followed up as described within the Board's response, this project shall prove meaningful in providing career/vocational guidance to rural high school students and will clarify the role of the classroom teacher in advising students in occupational decision making and educational planning in the rural high schools.

Under the recently adopted reorganization of the State Department of Education it is possible for the Vocational staff to call upon professional guidance personnel within the Department for monitoring and providing technical services. The Council suggests the involvement of existing State Department Guidance Personnel in the project in light of the fact that vocational guidance personnel no longer exists within the vocational unit. Further, the Council suggests pursuing available CETA funds to expand the existing project to other districts.

Recommendation No. 5—1977: Teachers need directly related in-service training which is geared to upgrading both technical competencies and delivery of vocational education. In response to the findings regarding the quality of teaching in rural high schools and the perceptions of teachers regarding their "professional" needs, it is recommendated that areawide in-service and/or seminars be instituted emphasizing the upgrading of technical competencies and vocational education delivery in the rural high schools. Additionally, steps should be taken which would further upgrade the "professional development" aspects of the vocational conference.

Board Response: The Department agrees that teachers need in-service training to upgrade their technical competencies. Due to the rapid changes in technology, there will always be a need for more and more in-service training.

Currently, Ford and General Motors Corporation are providing opportunites for teachers to up-grade their technical competencies, which the Department supports and encourages. Home Economics, Business and Industrial Arts teachers have local organizations which, with the help of State Department Vocational Consultants, organize in-service programs at the local level.

Once a year most of the school districts make one day available to all teachers for in-service training. Vocational Consultants arrange, in cooperation with local vocational teachers, in-service training programs. Last year the 50th Annual Vocational Education Conference was held in Carson City. The evaluation indicated that teachers considered the conference from good to excellent and requested that the 1978 conference be carried out in the same manner.

It is the feeling of Department Staff that more in-service training is needed to upgrade technical competencies; however, until additional funds are made available, the Department Staff will continue to stretch every dollar to continue in-service training activities.

Council Comments: The State Council commends the Board and its staff for the improvement in and successful operation of the 1977 Vocational Education Conference and for their foresight in upgrading the Vocational Conference even prior to this recommendation's submission.

The Council does, however, reiterated the need for more in-service and commends the Board's staff for their efforts, with limited funds, to provide leadership to the needs for professional development.

Recommendation No. 6—1977: Community Colleges should increase efforts to target information to rural high schools. It is recommended that the vocational offerings of the community colleges be promoted in the rural schools and communities throughout the State to increase both the awareness of the general public and students and the visibility of the community colleges in rural areas.

Board Response: The Department agrees with this recommendation. It is firmly convinced that the population in each community of rural Nevada should have an opportunity to select from a variety of occupational courses and programs offered at the community college level, but utilizing their local high school facilities. The Community College appears to be the primary vehicle within the higher education system of Nevada which can provide these services within the local rural Nevada communities. Most of the rural high schools have worked cooperatively with the Community College for the offering of night programs in the area of occupational education and support courses over the last six years. With the advent of rural factor funding from the 1977 Legislature, there has been an increase in the offering within the high schools of rural Nevada.

Additionally, an Experienced-Based Career Exploration program has been developed in some of the rural areas and should be enlarged so that students can make better career choices and become familiar with occupations available within their own community as well as those offered within neighboring communities. This type of career exploration program assists in developing basic skills required for an occupation and assists the community college staff in determining those occupational programs in which students are interested and in which there is placement so that courses leading to the education within these particular occupations can be offered within the local community.

Council Comments—1978: The State Council makes no comment as there has been insufficient data to assess the impact of newly initiated activities upon the problem of Community College awareness and visibility in the rural communities.

Conclusion: The State Board and its staff have taken decisive and extensive action on recommendations number 3, 4, 5 and 6. The State Board and its staff have initiated action on recommendation number 1 and have taken no visible action on recommendation number 2.

In the response of the Board to Council recommendations the problems of a lack of staff and/or financial resources have appeared three times. In light of this problem the Council makes the following recommendation:

Recommendation No. 4: The State Council recommends to the Board for Vocational Education that they use all resources available to them to assure adequate staffing be obtained for the Vocational Education unit operations which are commensurate with the needs for State level leadership in Vocational Education.

PROGRESS MADE BY THE STATE BOARD FOR VOCATIONAL EDUCATION ON FISCAL YEAR 1978 RECOMMENDATIONS

On September 15, 1978, the Council officially transmitted the fiscal year 1978 Ninth Annual Evaluation Report to the State Board for Vocational Education. In an effort to allow for immediate action on the recommendations, the Council broke from tradition and submitted draft copies of the Report to the Board mid-summer. As a result of the early submission of the recommendations, State staff was able to immediately institute action on many of the recommendations. On January 19, 1979, State staff submitted draft responses to the fiscal year 1978 recommendations for Board review, comments, and input. After 90 days of consideration and follow up, on April 20, 1979, at a regular Board meeting, the State Board for Vocational Education authorized the responses from the State Board to be included in the fiscal yuear 1979 Annual Program Plan for Vocational Education.

The action of both the State Department of Education Vocational staff and the State Board for Vocational Education in preparing responses to Council recommendation was unprecedented. Both's actions resulted in more positive action on most recommendations and resulted in a more meaningful consideration of Council recommendations.

Recommendation No. 1—1978: It is recommended to the Board for Vocational Education that the draft, "Guide for Reviewing a District Vocational Education System," as prepared by the State Board staff, August 1975, be updated to assure compliance with Public Law 94-482 and its resultant Rules and Regulations, officially adopted, and made operational in order that the evaluation of vocational education in the State may be, in an organized manner, implemented as soon as possible.

Board Response: On September 1, 1978, a staff person was assigned the responsibility for implementing a system for the statewide evaluation of Vocational Education in Nevada. To date, the draft, "Guide for Reviewing a District Vocational Education System," has been reviewed to determine if it would meet the requirements of P.L. 94-482 pertaining to evaluation. The Guide is currently in the process of being revised to include all the evaluation criteria whch are required by the new law. In 1979, the guide will be disseminated, piloted in at least one school distict, revised, and disseminated. Inservice training will then be provided the local Vocational Education administrators in the use of the guide. Subsequently, the Division will proceed on a three year scheduled to evaluate the vocational programs in all participating local education agencies throughout the State.

Council Comments—1979: As the Board response indicates, there has been decisive action on recommendation number 1 and the Board has, to the satisfaction of the Council, responded to the recommendation. The Board and its staff are to be commended for their actions.

The Council wishes to note that the shortage of professional staff within vocational education has slowed, and will continue to be a deterrent to progress in the effort to complete statewide evaluation as mandated in P.L. 94-482. State Board staff has, as noted in the evaluation section of this report, effectively planned for completion of the evaluation mandate, and the Council strongly endorses Board action and, within reasonable limitation, adherence to the plan presented.

Recommendation No. 2—1978: The State Council recommends to the State Board for Vocational Education that a stable system of accounting for enrollments and completions be finalized and put into full operation so that a stable accounting of enrollments and completions can be made over the balance of the time covered by the Approved Five Year Plan.

Board Response: The Department is currently in the process of implementing the federally-required Vocational Education Data System (VEDS). The VEDS program will provide a consistent and stable accounting system of Nevada's Vocational Education program enrollments and completions and will be consistent with national data requirements. The medium and large size districts are participating in a new computerized system. The computer support services for this system are being provided by Clark County School District. The small districts are completing it manually. In-service training has been conducted for the local vocational education administrative personnel.

Council Comments—1979: Again, the Council commends and endorses the actions taken to stabilize vocational education accounting systems. The effort to implement the Vocational Education Data System (VEDS) is most physically notable in the State Department of Education document, Enrollment Report Voational Education Programs, School Year: July 1, 1979.

Recognizing that the implementation of the VEDS system was mandated and that a first year of operations entailed only enrollments with completions being reported under a different accounting system, the Council looks to the future of full implementation of VEDS with great enthusiasm.

Fiscal year 1979 was a transitional year for enrollment data collection. It is expected that fiscal year 1980 will be a transitional year for completions data, thus, little or nothing can be said about the validity of existing enrollment data until the submission of the fiscal year 1981 Vocational Education Plan which will, in the Accountability Report, cross reference enrollments and completions to State Plan projections—all using a common sense of accounting.

Recommendation No. 3—1978: The State Council recommends to the State Board for Vocational Education that they use all available influence and resources to assure that, through the State Occupational Information Coordinating Committee functions, the vocational education planners within the State Department of Education are provided with realistic employment needs projections which will provide for viable long-range planning and allow for meaningful comparison between program enrollments and completions, and employment needs within the State.

Board Response: The Department of Education staff has requested members of the State Occupational Information Coordinating Committee (SOICC) and its Executive Director to develop and report Nevada's current and projected manpower requirements. The SOICC has also been notified that such data must correlate with Vocational Instructional Programs as defined by the United States Office of Education, since planning in this State must correlate with planning at the national level in order to assure proper allocation of limited resources to Vocational Education programs.

To help the SOICC with the Department request, we secured an outside consultive team to review the various data systems of Employment Security, Vocational Rehabilitation, The State Manpower Services and Vocational Education. The Oklahoma-based team presented a list of recommendations pertaining to each agency. Department staff has responded to each recommendation made concerning its operation and has:

(1) Completed and submitted to the SOICC an analysis and comparison of related Office of Education Instructional Programs to Dictionary of Occupational Titles, and

(2) Completed a format by which demand would be related to the supply of Vocational Education Programs, CETA Programs, Vocational Rehabilitation Programs and private school Vocational Education Programs.

The Department is currently awaiting the first set of manpower information being developed through this cooperative effort.

Council Comments—1979: Recommendation number 3, like recommendation numbers 4 through 6, is dependent heavily upon the favorable action of entities and agencies which are neither under the control of, nor answer to the State Board for Vocational Education. The Council, prior to making 1979 comments, wishes to make clear the fact that the Council understands the consideration cited above.

The Council commends the Department of Education staff for the actions taken to provide assistance to the SOICC staff and for making clear the planning needs for demand data on the labor market to develop vocational education programs and mandatory plans under P.L. 94-482. Though progress has been made in informing the SOICC of planning data needs, the final sentence in the Board's response best demonstrates the Council's concern; "The Department is currently awaiting the first set of Manpower information being developed through this cooperative effort" (the SOICC).

Recommendation No. 4—1978: The State Council recommends to the Board for Vocational Education that they use all resources available to them to assure adequate staffing be obtained for the Vocational Education unit operations which are commensurate with the needs for State level leadership in Vocational Education.

Board Response: Five additional consultant positions and two support service personnel have been included in the Board's budget request to the Governor and the 1979 Legislature. The current status of the budget shows that the Governor has recommended legislative approval for only one consultant and one support service position (both are related to the transfer of the sex-bias program from Western Nevada Community College to the Department.) Every effort will be made during the legislative session to secure the positions originally requested.

Council Comments—1979: As in the response to recommendation number 3, the Council recognizes the lack of control the Board has over the legislative process and further recognizes the Board's lack of jurisdictional control over the final recommendations to the legislature of departmental needs. The Council commends the State Board and its staff for the request of the five consultant positions and two support staff positions as well as their efforts to secure all of the positions even after they were not recommended to the Legislature. It is the opinion of the Council that the original submission of the Board and the State Department staff reflects a truer understanding of the needs for vocational educational leadership in Nevada.

Though little may be able to be done during the interim between Legislative sessions (the Nevada Legislature only meets every two years) to secure the necessary Vocational Education consultants positions, the Council encourages the State Board and its staff to continue validating the needs and reasons for additional staff in preparation for the next legislative session.

Recommendation No. 5—1978: The State Council recommends to the State Board for Vocational Education that they assert all available influence at their disposal to secure a change in both the formula for allocation of funds within the states as described within U.S. Public Law 94-482 so that Federal resources for vocational education can be better utilized to meet state needs.

Board Response: Nevada's Congressional delegation is well aware of the formula used by the U.S. Office of Education for allocation of federal funds to the states. Each year for the past five years, Congressional staff has made recommendations to the U.S. Office of Education which would increase Nevada's allocation. Population and income are two factors used in the allocation formula. With the substantial increase in the State's population during the past two years, we anticipate some increase in Nevada's allocation in the future.

Public Law 94-482 does not permit the state flexibility in allocating federal funds for vocational education programs within the state. The Law requires that the two most important factors in the distribution of funds within the state are the district's or agency's relative financial ability and the percent of low income individuals within the district. Because of this requirement, the allocation formula does not permit adequate funding of rural school districts.

Council Comments—1979: The Council recognizes both Board member's and Department staff's efforts to impact upon the problem which resulted in recommendation number 5 and commends both's efforts in building a basic groundwork of meaningful information for use by our Congressional representatives.

The Council wishes to encourage the Board and its staff to continue it efforts to impact upon both the allocation to Nevada and the flexibility to address Nevada's unique needs, so that sufficient data is made available to warrant change when P.L. 94-482 is amended for 1982 implementation. The Council will continue as best possible to work for the same goal.

Recommendation No. 6—1978: The State Council recommends to the State Board for Vocational Education, through their official status as the State Board of Education and official representation on the SOICC, that immediate action be taken to support the Congressional Mandate requiring the standardization of Occupational Coding Systems now in use at all levels of Government.

Board Response—1979: The Department has gone on record at meetings of the SOICC and by letter to other parties in support of a standardized Occupation Coding system. The division continues to support this concept and will continue to publicly support a standardized system at every available opportunity. The final decisions regarding standardization of a coding system will be made at the federal level through recommendations submitted by the National Occupational Information Coordinating Committee (NOICC).

Council Comments—1979: It is apparent that both the State Board and its staff have responded to the recommendation regarding the SOICC and a standardization of Occupational Coding Systems. To the Council's knowledge, neither the Board's its staff's or the Council's efforts have impacted upon the cited problems. The Council does recognize the efforts of State staff to make public their position and the Council wishes to again encourage the Board's ongoing effort to resolve the Occupational Coding Systems problem. The Board and its staff should be assured that the Council recognizes that the resolution to the problem may be difficult to achieve and that the State Board impacts upon the SOICC only in its membership on the Committee. Further, the Council will continue to cooperate in any way possible with the Board and its staff to resolve the problem.

Recommendation No. 7—1978: The State Council recommends to the State Board for Vocation Education that all available discretionary Federal funds provided through the Federal appropriations under Public Law 94-482 be utilized in priority areas as described within this Annual Report, and further recommends Board and staff efforts to obtain and support State appropriation increases to address priority needs for the improvement and expansion of vocational education.

Board Response: The fiscal year 1979 Discretionary Funds provided under Public Law 94-482 were distributed in a manner to meet the priority areas established by the State Board for Vocational Education. The State Board's priorities were established through recommendations from the Research Coordinating Unit's Advisory Group and the recommendations made by the State Advisory Council for Vocational Education during the past five years. Examples of the priority areas are Vocational Guidance in rural schools and professional development of vocational teachers.

The State Board for Vocational Education approved the submission of a budget to the 1979 Legilature which, if approved and funded by the Legislature, would increase funds available for vocational programs three fold. In regard to the need to upgrade equipment and facilities as documented in the State Advisory Council's Assessment of vocational Education, "the Board supports the legislation submitted by the State Advisory Council to the 1979 Legislature. If this legilslation is enacted, it would provide for a substantial improvement in the equipment and facilities.

Council comments—1979: The Council fully recognizes the role and function of the State Board for Vocational Education in setting priorities for the use of Discretionary funds available under Public Law 94-482. The Council acknowledges the use of the Research Coordinating Unit's Advisory Group in setting priorities for use of discretionary funds and commends such action. Further, the Council is aware of the fact that in fiscal year 1980 many of the items found to need consideration in the Ninth Annual Report were, insofar as funds were available, addressed by discretionary funds. In the fiscal year 1980 Request for Program Improvement Proposals in Vocational Education (RFP) again several areas of concern submitted in the Ninth Annual Evaluation Report to the Board were addressed. During the 1979 session of the Nevada Legislature many concerns were expressed regarding possible duplication of service and course content from grades 9-14 in vocational education. Since it is neither possible to prove or disprove the concern with existing documentation, special concern should be given program articulation when setting priorities for use of discretionary funds which could be used to address the problem (eg. Articulation, Satellite Teacher Programs).

Recommendations No. 8—1978: The State Advisory Council for Vocational Education recommends to the State Board for Vocational Education that in the process of recodifying the State Department of Education policy, the draft document titled, "Principles and Policies for Vocational Education," Nevada State Board for Vocational Education, be adopted as the State Board's official policy for vocational education, to the exclusion of all previous principles or policy statements which exist for the sole purpose of providing direction to vocational education in isolation of other educational endeavors.

Board Response: The draft document "Principles and Policies for Vocational Education," has been presented to the Board and referred to its policy committee for further review. The document is currently in committee and still awaits further Board action.

Council Comments—1979: The Council commends the Board and its staff for the action taken to initiate the adoption of the document "principles and Policies for Vocational Education." The Council recognizes the fact that vocational education policy must be considered with all Board policy. The Council strongly encourages the Board's affirmative action on the Policy for vocational education as the Board's adoption of an affirmative policy for vocational education will provide a new dimension to State level leadership of vocational education.

Conclusion: In fiscal year 1978 the council made eight (8) recommendations to the State Board for Vocational Education. The eight recommendations made could be divided into two distributive categories—first, categorically, those concerns directly under the control of the State Board and secondly, those concerns which were dependent upon the actions of other entities or agencies. Recommendations 1, 2, 7, and 8 fell into category one or able to be acted upon solely by the Board and/or its staff and recommendations 3, 4, 5, and 6 were heavily dependent upon outside factors.

The Board and/or its staff have taken decisive action which would warrant confidence and reassurance of successful action and response to Recommendations 1 (relating to evaluation of vocational education), 2 (referring to stabilized enrollment and completion data systems), and 8 (recodification of State Department Policy and vocational education policy). The final recommendation directly under the control of the Board (#7 regarding the use of discretionary funds) has been less strenuously addressed but actions by the Board and/or its staff have been evidenced earlier.

Of the recommendations which are only indirectly under the Board's influence or control, all have been addressed over the course of fiscal year 1979. Unlike Recommendations 1, 2, 7, and 8, Recommendations 3, 4, 5, and 6 have no definitive closure or specific action which will result in a tangible outcome. Recommendations 3, 4, 5, and 6 are more abstract in nature and tend to deal mostly in the realm of State level leadership. The Council commends the State Board and its staff for progress made in fiscal year 1979 and implores the Board to continue what can only be measured as a most successful effort at impacting upon the environment of vocational education in Nevada as well as its leadership.

The Council would be negligent if it did not in closing again recognize the positive progress made by the Board and/or its staff in fiscal year 1979 and encourage the reconsideration or progress which could be made on the fiscal year 1978 recommendations in fiscal year 1980. Several recommendations need continual reconsideration by the Board and its staff.

In consideration of the many critical needs of vocational education:

It is recommended to the State Board for Vocational Education that special consideration be given to priority areas as described by the Council within the Ninth Annual Evaluation Reports when considering the distribution or utilization of available discretionary funds.

PROGRESS MADE BY THE STATE BOARD FOR VOCATIONAL EDUCATION OF FISCAL YEAR 1978 RECOMMENDATIONS

At a regular meeting of the State Board of Education held on November 16, 1979 the Tenth Annual Evaluation Report was officially transmitted to the State Board. As with the Ninth Annual Evaluation Report, the Tenth report was unofficially to State Board Members in August of 1979.

Particular attention was given the recommendations from 1979 and the Board officially responded to the Council's recommendation at the June 26, 1980 Board meeting held in Las Vegas, Nevada.

Recommendation No. 1-1979: It is recommended to the State Board for Vocational education that special consideration be given to priority areas as described by the Council within the Ninth Annual Evaluation Report when considering the distribution or utilization of available discretionary funds. (Progress Made by the State Board for Vocational Education on Fiscal 1978 Recommendations).

Board Response: A review of the priority areas described by the Council's Ninth Annual Evaluation Report reveals that most of the items indicated are of such a nature that federal discretionary funds cannot be used in any of the areas stipulated by the priorities. However, federal discretionary funds can be used in the Council identified areas of guidance, curriculum and articulation. Counseling and placement services have been initiated in three commumity colleges Truckee Meadows Community College, Western Nevada Community college and Clark County Community College. These specially focused programs were given a high priority wherein discretionary use of fiscal year 1980 funds was allowed. In addition to the new and expanded community college vocational guidance services, funds were made available to Carson City School District to implement and expand vocational guidance programs by providing full time personnel to inservice school counselors, to provide an expanded testing program and to provide support services to teachers, administrators and counselors.

In the area of curriculum, funds were made available to acquire the latest curricula developed in the Western Region and elsewhere throughout the nation. These new and improved curricula are made available to Nevada through the Western Curriculum Coordination Center (WCCC) which is part of a National Curriculum Network. During the past year, many of the school districts and community colleges secured updated curricula for new and emerging occupations. As the National Network continues to refine its dissemination process, industry validated curricula will be made available to educational institutions and instructional staffs throughout Nevada.

The Department agrees that more effort should be made in the area of vocational program articulation. Several years ago, articulation committees were established within the three community college districts, however, these committees have become dormant. For fiscal year 1981, the Department will include, in the Request for Proposals (RFP's) issued by the Research Coordinating Unit, projects which will address the articulation process form grades 9 through 14.

Since the State Advisory Council was unsuccessful in its quest for funds for updating and upgrading equipment and facilities, we hope that a stronger Council initiative will be made with the 1981 Legislature so that most of the remaining priority areas in the Ninth Annual Report can be addressed.

Council Comments—1980: As described in the State Board's response, priority has been given in both the 1980 and 1981-82 program plans for the expansion of services through Public Law 94-482 subpart 3 funds. If plans are as described in the 1980-81 Program Plans immediately initiated, significant progress should be made in the areas of articulation of programs, staff development, etc., as discussed in the Ninth Annual Evaluation Report.

Recommendation No. 2—1979: The Council recommends to the State Board for Vocational Education that in meeting its schedule of evaluating five Districts and one Community College per year, after the completion of pilot testing the evaluation plan developed for implementation under Public Law 94-482, evaluations for fiscal year 1980 focus upon vocational education in the urban counties and the community colleges.

Board Response: During the current year (fiscal year 1980), evaluation procedures and instrumentation are being tested and will be finalized. This evaluation program was developed in workshops that included representatives of the State Advisory Council for Vocational Education and Vocational Education Administrators from both the secondary and postsecondary levels. The advisory Council has conducted monitoring procedures of the evaluation process. By May 1, 1980, Mineral, Douglas and Lincoln county school districts will have been evaluated. In addition, the Northern Nevada Community College evaluation will have been completed. In fiscal year 1981 the evaluation will focus on the urban school districts and community colleges. The schedule to be followed is: October 19, 1980, February, 1981, Clark County Community College; and April, 1981, White Pine County School District and Elko County School District. This schedule for fiscal year 1980-81 has included the two large urban areas of the state. Thus, the Council's recommendation will have been incorporated in the statewide evaluation plan.

Council Comments—1980: The State Board and State Staff have made commendable progress on evaluation statewide during fiscal year 1980. Planning for the balance of the period covered by the Five Year Plan should result in the mandatory evaluations being completed within the time frame required within Public Law 94-482.

Recommendation No. 3—1979: The Council recommends to the State Board for Vocational Education and State Department of Education staff that monitoring of programs be given a higher priority and that monitoring activities and reporting be increased. (Evaluation of Vocational Education Public Law 94-482).

Board Response: The Department agrees with the Council that monitoring of programs should be given a high priority and concurs with the Council's perception of the monitoring function. Until the recent cutback in travel funds, monitoring was always the vehicle through which the staff provided assistance to teachers, advised them on new curricula available, exchanged ideas and participated in developing exemplary activities, in addition to assuring that the activities stated in the State Plan for Vocational Education were being carried out and that regulations were being followed.

During the current biennium, the travel funds approved by the Legislature were significantly reduced from the past biennium and monitoring has been reduced to a minimum level. Coupled with the reduction in travel appropriations is the tremendous increase in transportation costs, which further reduces monitoring resources.

Many different techniques to conserve travel funds have been implemented, however, only limited monitoring can be effected during this biennium. The monitoring schedule allows for one monitoring contact for each funded program per year. Therefore, little additional assistance can be provided to the school districts other than assurances that the program is in compliance with federal and State regulations.

In preparing the budget for submission to the 1981 Legislature, a request for additional travel funds will be submitted. The State Advisory Council can play an important role in serving as an advocate for the Department request, to ensure that the activities perceived by the Council through the monitoring technique can be accomplished during the next biennium.

Council Comments: The Council recognizes the travel limitation placed on Department of Education staff and fully appreciates the dilemma such budget cuts creates. The Council encourages the Department to increase its request for funds for monitoring and the Council will actively support any Board or Department efforts to improve the present situation regarding program monitoring.

Recommendation No. 4—1979: The Council recommends to the State Board of Education that a plan be developed and implemented that would result in the development of program standards for all areas of vocational instruction. (Evaluation of Vocational Education Public Law 94-482).

Board Response: Principles and Policies for the operation of Vocational Education in Nevada were adopted by the State Board for Vocational Education in 1979. The principles of Vocational Education were the basic truths, laws or assumptions which determined the intrinsic nature or behavior of Vocational Education. These principles served as the basis for policy statements which were adopted. The policies were intended to be translated into operational rules, regulations and program standards. The policies addressed programs, personnel, fiscal functions and evaluation.

Some states address Vocational Program Standards in quantitative terms, such as the number of minutes a class will meet, the number of students to be served in each class, and the number of square feet required per student per facility. In Neveda, we have vocational education programs being offered in remote rural schools, such as Owyhee and Lund, to highly sophisticated programs such as those being offered in the Southern Nevada Vocational-Technical Center. To develop rigid standards that must be adhered to by all schools at each end of the spectrum would not only be most difficult, but could prohibit rather than enhance Vocational Education programs in both rural and urban school districts.

A careful reviews of the policies adopted by the State Board of Vocational Education gives flexibility to the standards so that all school districts and community colleges can develop the best programs possible to meet the needs of Nevada's youth and adults in the area being served by the educational institution.

During the next fiscal year, we will establish a committee of secondary and post-secondary teachers, administrators and State Department personnel to review the policies for the purpose of determining if they, in fact, serve as standards apparent to both rural and urban secondary schools and the community colleges.

Council Comments: The Council recognizes that in an abstract for the "Principles and Policies for Vocational Education," as adopted by the State Board of Education do reflect standards. Further, the "Principles and Policies for Vocational Education" in a more accurate depiction set broad goals for achievement of policy for statewide vocational programs, however, neither goals nor policy give direction to improvement of programs based upon Local need.

The Council would withhold further comment and would refer the reader to the section on Statewide evaluation in this report (pages 13-17).

Recommendation No. 5—1979: The Council recommends that the presence in Districts and Colleges of the Vocational Education consultants be made more readily available to the eligible recipients so that the set-asides may be more effectively used by all agencies and those eligible recipients who have not utilized set-asides may if feasible capitalize on this source of support funding for vocational education. (Fiscal year 1979 Allocation of Federal and State Funds to Participating Local School Districts and the Community College System).

Board Response: The Board concurs with the Council's recommendation that the Vocational Education consultants should be more readily available for program consultation. However, due to the reduction in travel funds, only minimal service can be provided the various districts and community colleges. Council's recommendation apparently came about from an analysis of the fiscal year 1979 allocation distribution and it appears that some wrong conclusions were arrived at because some districts did not apply for set-aside funds in the area of handicapped and disadvantaged. The main reason that funds were not requested in these categories was due to the fact that they are distributed on a formula basis that results in very few dollars being made available in these categories to rural Nevada. In addition, it was not cost-effective to produce the paperwork necessary to secure these formula related allocations. Also, federal regulation regarding an "excess cost factor" prohibits smaller or poorer school districts from participating.

Council Comments: The Council's recommendation was in part based upon an analysis of the utilization of disadvantaged and handicapped set-asides. But the recommendation was also made in light of district personnel and State Staff comments and statements regarding the utilization of not only disadvantaged and handicapped funds but also program improvement (subpart 3) funds which could, if received by a broader base of eligible recipients, impact positively upon vocational education statewide.

Recommendation No. 6—1979: The Council recommends to the State Board and its staff that consideration be given to the inclusion of the program objectives and enrollment goals from the Annual Program Plan of the applicable program year to the Accountability Report and that rationales for exceeding or failing to meet program goals be referenced throughout the Report in such manner as to reflect upon individual goals or objectives. (Accountability Report Review Fiscal Year 1978).

Board Response: The Accountability Report format used by the Department reflects the achievement of goals and objectives planned for Vocational Education Programs in 1978. This format was accepted by the U.S. Office of Education, the Nevada Vocational Education Planning Committee and Vocational administrators from throughout the state. While the additional information suggested by the Advisory Council may have been helpful to some, it would in fact have doubled the size of the statistical tables and necessitated the inclusion of a significant amount of repetitive narrative information. It was the staff's opinion that additional data and narrative would have been more detrimental than helpful to its readability and use by the general public.

In agreement with this concern, the U.S. Office of Education has prepared Policy Memorandum fiscal years 1980–82 explicitly suggesting the removal of statistical information from the Accountability Report. Caught between two diverse suggestions, the Department has chosen to continue the inclusion of a reduced amount of statistical information.

Council Comments: Since the submission of the Fiscal Year 1978 Accountability Report the format for the Accountability Report has been altered extensively to reflect the recommendation of the Council. The Fiscal Year 1979 Accountability Report is, in the perception of the Council, a vastly improved report and receives the strong endorsement of the Council.

Recommendation No. 7—1979: The State Council recommends to the State Board for Vocational Education that all participating agencies be strongly encouraged to formally conduct the self-evaluation developed by the State Department staff for assessing their status regarding the elimination of discrimination and sex bias. (Equity in Vocational Education.)

Board Response: The Department agrees with the recommendation of the Advisory Council. The Department will require participating agencies to include in their annual Vocational Education applications, plans to conduct a self-evaluation to eliminate sex-bias and sex-stereotyping in vocational education. These plans will be reviewed by Department staff to ensure that each agency will annually review their policies and activities regarding the elimination of sex-bias/sex-stereotyping in Vocational Education.

Council Comments: The Council is confident that including the sex-bias and sex-stereotyping self-evaluation in the Local Application will result in the full implementation of recommendation number 7, 1979.

Recommendation No. 8—1979: The Advisory Council recommends to the State Board for Vocational Education that the needs assessment be completed prior to September 1, 1980, in order that such data will be available for use during the 1981 session of the Nevada Legislature, and that such assessment include a study of the need for new or expanded programs based upon local manpower needs. (Vocational Education Assessments.)

Board Response: The Department agrees with the recommendation of the Advisory Council to update a statewide "needs Assessment" for Vocational Education equipment and facilities prior to September 1, 1980. The Department had planned to update the facilities and equipment assessment and to determine training needs in the rural counties if the MX Missile System becomes a reality.

The Needs Assessment of facilities and equipment will be made available to the Council by September 1, 1980, and it is planned to provide the State with manpower training needs as assessed by the Department in the State's total package which will be included in the negotiations for the federal government to assess the impact of the establishment of the MX System.

Council Comments: If completed, the study scheduled for completion by September 1, 1980 will satisfy recommendation number 8 and go beyond to an area unanticipated by the Council at the time of the recommendation's drafting.

Recommendation No. 9—1979: The Advisory Council recommends to the State Board for Vocational Education that, through joint effort with the Employment Security Department and in cooperation with the State Comprehensive Employment and Training Office, a county by county needs assessment be conducted to establish the true manpower needs in each county, and that such assessment be tied to the Employer Satisfaction Study which is a mandatory part of the student follow-up requirements within Public Law 94-482. (Vocational Education Assessments.)

Board Response: The Department of Education joins with the Advisory Council in encouraging the development of employment demands information at the county school district level. Department staff has gone on record requesting this important information from the State Occupational Information Coordinating Committee (SOICC), and the State Employment Security Office, Research Division.

As a result of Department staff initiative and recommendations, the SOICC will receive and make available occupational information that relates demand information to supply information by office of education instructional title. This data will be displayed by three standard Metropolitan statistical areas which include Reno, Las Vegas, and balance of state.

During 1982, Department staff will study procedures to display vocational education enrollment, completion and student/employer satisfaction information in a manner believed to be useful to vocational education planning.

Council Comments: The Board and Department of Education has responded admirably to recommendation number 9 in Fiscal Year 1980 and the Council would encourage continued efforts which will result in full response to the recommendation. The Council recognizes that full response to the recommendation may take more than one operational year.

APPENDIX B. OPERATIONAL ACTIVITY REPORTS SUBMITTED TO THE NEVADA STATE BOARD FOR VOCATIONAL EDUCATION, FISCAL YEARS 1979-80

INTRODUCTION

In 1979 the Nevada Advisory Council for Vocational Education established a precedent of reporting its activities to the State Board for Vocational Education on a yearly basis. The 1979 activity report, was described as a report based upon self-imposed "accountability" to the Board, the Council was implemented to advise. The activity report for fiscal year 1980 is, as was the 1979 report, an accountability report to the Board, but more, it is an extension of the Council reporting beyond the realm of the Annual Evaluation Report which is mandated by Public Law 94-482 and reflects concerns which do not or will not appear in the Eleventh Annual Report.

Unlike the 1979 report to the Board the 1980 report focuses upon key concerns, activities and accomplishments which have surfaced as a result of 1980 Council operations.

A YEAR OF COMMUNICATIONS

In August of 1979 the Council set as a goal for itself, to improve its communications and cooperation with not only the Board and Department of Education staff but with all agencies and individuals without whom the Council could not effectively function. Like many goals set by individuals and groups or organizations there are times of lapse and frequently the outcomes are very intangible. Particularly recognizable have been the effects of improved communications between the State Board, the State Department of Education staff and the State CETA Office.

At the August meeting of the Council, Joan Kenney, the State Board's Liaison to the Council, requested that the Council conduct a study of Youth Unemployment in Nevada. At the April meeting of the State Board the Council submitted to the Board a preliminary report which laid out a plan for the further study by the Council. The final report will, if the plan if followed, result in a detailed report with recommendations by January 1981.

Fiscal year 1981 has been a year of concerted efforts on the part of the State staff and the Board to seek out the recommendation and advice of the Council and to act upon such advice. There are many areas that would have resulted in recommendations in the Eleventh Annual Report of the Council, but which will not appear, as action has already been completed, initiated or planned which would address the recommendations. Since it is important that a public record exist regarding Council and State Staff/Board interaction we have chosen to record those activities in the Annual Activity Report of the Council.

Evaluations: In July of 1979, the Council became involved in the process of developing materials and a methodology for the evaluation of vocational education programs statewide. During fiscal year 1980 the Council was continually consulted on, not only the development of the evaluation plan, but also served as monitors of the evaluations. During all four of the evaluations conducted, State staff continually solicited the input of Council members who monitored as well as the input of Council staff. While difficulties did arise regarding the role of the Council, concurrence was soon reached and the process in both the terms of State staff and Council function proceeded in a positive and orderly manner. Midway through the fiscal year 1980 evaluation it became apparent to the Council that without a plan for evaluation for the next three years, it may be difficult to complete the evaluations statewide within the legally mandated time frame. Further, while the Council endorsed both the process and materials for evaluation, the Council recognized before the close of the fiscal year 1980 evaluations that the materials and process must be reviewed and modified to even more effectively address the needs of statewide evaluation.

Both the concern for a plan for completion and review/modification was voiced to Mr. Riley, Mr. Graham and Dr. Seckendorf (RCU Director) in March 1980. As a result of the ensuing conversations, a schedule was developed for completion of statewide evaluations and included in the planning process for fiscal years 1981-82 and is a matter of public record in the drafts of the fiscal years 1980-82 Annual Program Plans. To ensure revision of the materials and process developed for statewide evaluations a summer workshop will be conducted to revise existing materials. The prompt and efficient actions on the part of State staff resulted in the elimination of a Council recommendation speaking to evaluation planning and revision.

Accountability Report: "The Tenth Annual Evaluation Report" made recommendation regarding the lack of the Accountability in terms of being able to compare planning goals and objectives to completion data or to reflect expenditure therewith associated.

In February of 1980 Council staff met with Mr. Bill Trabert, Vocational Education Consultant, to further expand upon the fiscal year 1979 Council recommendation. The Council perceives the Accountability Report as a reporting function of the State Department based upon data received from participating agencies and reflecting the accomplishments of the Department and Board compared to the stated goals and objectives it established for statewide management and leadership to vocational education.

From February through April, 1980 the Council staff was kept informed and input was requested regarding the format the content of the "Fiscal Year 1979 Accountability Report." It was apparent from the beginning that department staff was in earnest attempting to address the concerns of the Council as reflected in the Tenth Annual Evaluation Report recommendations.

In December of 1979 after attending numerous national meetings where the accountability report was discussed in detail, it was the concensus of the Council that to the concerns of the fiscal year 1979 recommendation should be added a recommendation for use of narrative reporting and language which could be easily interpreted by the non-vocational educator. It was determined that the Accountability Report would be useful, it both Council recommendations were incorporated, in both general promotion of vocational education and in substantiating the effectiveness and needs of vocational education.

The concerns of the Council for the Accountability Report were voiced to Mr. Trabert in February. The Accountability Report for fiscal year 1979, as made public in the draft of fiscal year 1980-82 Annual Program Plans, reflect considerable thought and effort to address Council recommendations and advice. The fiscal year 1979 Accountability Report is a vastly improved document over the fiscal year 1978 report and is more comprehensive in its nature.

Public Hearings: In May of 1979, the Council through the Chairman and staff voiced a need for the jointly (State Department/State Advisory Council) conducted public hearings be conducted prior to the development of the first drafts of the Program Plans. The recommendation stemmed from comments made at the Elko Public Hearing on the 1980 Annual Program Plan. After several discussions it was decided that public hearings would be conducted prior to first drafting and Department staff suggested that the Las Vegas hearings be held as a follow-up of Annual Program Plan drafting so that the public hearings would reflect as a continuing thread throughout the planning process.

Public Hearings were held as follows:

a. 1/24/80—Reno;
b. 1/30/48—Elko;
c. 1/31/80—Ely; and,
d. 5/21/80—Las Vegas.

It is the Council's opinion the rearranging of the Public Hearings has resulted in allowing for more general input into the preplanning and planning process by the general public.

Youth Organizations: Since 1978 the Council has observed the Vocational Education Youth Organizations (VEYO) and through the Vocational Education Youth Leadership awards program attempted to support and promote their activities. Discussion of the role and concern for VEYOs over a two year period resulted in the appointed of a committee for study of VEYO's, chaired by Dr. Marshall Darnell. At the March 1980 Council meeting held in Las Vegas, the Council acted to direct the Chairman to write a letter to the State Board supporting the expansion of state funding to assist nationally affiliated VEYO's. As a result of that support communication to the State Board, Department staff has in the Annual Planning Process tentatively altered State funding plans to reflect the Council's advice.

Throughout fiscal year 1980 the Council has given support to the VEYO's over and above the annual youth recognition program. During 1980 the Council Officers and members have attended the Annual Conferences and banquets of the Future Business Leaders of America, Future Farmers of America and the Future Homemakes of America. Hope Roberts has served as keynote speaker for both the FBLA Conference and Nevada Vocational Association Conference.

The Home Economics Related Occupations Club of Washoe County year holds proficiency contests for its 300 plus members. In 1980 Hope Roberts served as a judge for the Promotional Display and Michael Rask, the Council's Executive Director, judged Job Skills Demonstrations.

Occupational Information System Data: The Council has since the inception of the Occupational Information Coordinating Committee (SOICC) pushed for the standardization of all occupational coding systems in order that demand and supply data could be stabilized long enough to make meaningful judgments on program implementation, continuation and discontinuation. During fiscal year 1980, under contract from the SOICC, the Employment Security Department developed a computerized Occupational Information System (OIS) using the best components of the Oklahoma system and others.

While the system in Nevada has many limitations, it is the first time that conversion of data from Department of Labor codes to U.S. Office of Education codes can be consistently crosswalked. The Council commends the Department staff for using the OIS data for developing the fiscal years 1981-82 Annual Program Plans.

Staff Development: In the Eighth and more limited in the Ninth Annual Evaluation Reports from the Council, professional development for vocational teachers was discussed and in the Eighth Annual Report recommendation was made. As the Council monitored the evaluations being conducted in the rural districts, it became apparent that there appeared to be a need for inservice to be conducted in both the areas of principals of vocational education and in instructional delivery and use of current curriculum which is readily available through the State's membership in the Western States Cirriculum Center.

The concerns of the Council for the need for staff development were, as part of the evaluation feedback process, expressed to Dennis Graham, Dr. Seckendorf and Mr. Riley in April of 1980. As a result of considerable communications, the Department increased funding under Subpart III, P.L. 94-482, in the Annual Program Plan by $17,000. While from the Council's standpoint the sum may be low to completely address the needs for inservice staff development, it is a very positive step which will open the door of future expansion of inservice professional development in Nevada.

As is evidenced by the information contained within the Communication section many significant changes have occurred in fiscal year 1980. These activities only highlight the most critical concerns which have resulted in a vast reduction in the volume of recommendations to be found in the Tenth Annual Report. Throughout the year lesser issues and concerns have been resolved through meaningful communications and sincere consideration by Department staff of advice and recommendations made and given by the Council.

FISCAL YEAR 1980 PROMOTIONAL AND NON-MANDATORY ACTIVITIES

Youth Leadership Recognition: In 1978 the Council initiated a vocational youth recognition program which recognized 9 youth enrolled in vocational education programs statewide. In 1979 the Council expanded its activities by joining forces with the Local Advisory Councils for Vocational Education and Local Directors of Vocational Education. In 1980 over 150 individuals enrolled in vocational programs were recognized for their contribution to vocational education at both the local and State levels.

NACV-TE Note Pad: During fiscal year 1980, 4 issues of the Note Pad (NACV-TE Newsletter) were issued. Since its beginning in 1978, twenty issues of the Note Pad have been distributed in addition to two Editorial issues. Over 200 articles have appeared to date in the Newsletter.

Publications and Articles: Since the beginning of fiscal year 1980, the Council has, in its efforts to better communicate, prepared many publications which are or will be in the near future distributed.

To encourage research on vocational education concerns, the Council has decided to, on a limited funding basis, provide financial assistance to individuals interested in studying vocational education in Nevada. In November the brochure, Research Guidelines for Financial Assistance was disseminated widely across the State.

In cooperation with the Nevada Vocational Association, the Vocational Education Legislative Handbook which was prepared for use during the 1979 Legislative session was revised and printed for distribution. Through the initial distribution was limited a second printing will be made for dissemination during the August Summer Vocational Conference.

In the October-November 1979 issue of the Focus (the newsletter of the National Association of State Boards of Education), an article titled, "Vocational Education Needs State Level Cooperation, Communication," was published. The article, authored by Council staff, dealt with the need for improved communications between the State Board, the State Advisory Council and the State Department of Education, all of whom must provide new leadership to vocational education. The Council sincerely hopes that for their part, we have reflected the spirit of that article.

In the March-April, 1980 Research Coordinating Unit Newsletter, Vocational Education Research Report, the lead article was prepared and submitted by Council staff on behalf of NACV-TE. The article titled, "Local Advisory Councils for Vocational Education: Why?" addressed the need for local advisory and crafts committees.

MERC-Q, Audit and Fiscal Policy—During fiscal year 1980 the Council has undergone exhaustive review of both its mandatory functions as described with Public Law 94-482 and its fiscal operations.

The U.S. Office of Education implemented what is known as the Management Evaluation Review for Compliance and Quality (MERC-Q) in 1970. During the week of March 10, 1980, the State Department of Education and the State Advisory Council for Vocational Education were reviewed for compliance with P.L. 94-482 and for quality of vocational education management, by a team of individuals selected by the U.S. Office of Education, Bureau of Adult and Occupational Education. In the final analysis of the team which reviewed the Council's operations, there was 100 percent compliance.

From September through February of fiscal year 1980, the Council, by self direction, underwent exhaustive fiscal audit. The audit report was presented to the Council and accepted at its February 14, 1980 meeting. The audit resulted in no exceptions, but the auditors recommended the development of a fiscal policy handbook for distribution to Council members and other interested parties.

Fiscal Policy—A fiscal policy handbook has been developed by the Council to be printed this summer. While the Council subscribes in general to the fiscal policy of the State, the special mandates of the Council makes necessary a limited number of exceptions which have been detailed in the Handbook.

Legislation: The Council's activities regarding legislation at Federal level has been an ongoing process. Since March of 1979 Michael Rask has served on the National SACVE Legislative Committee for action on the 1982 vocational education amendments. Throughout fiscal year 1980 the Council has worked continually to improve the position of rural states as dealt with within the Act. Reviews and comments on the needs of rural states in Federal vocational legislation and specifically the needs of Nevada have been addressed to both regional and national meetings by Hope Roberts, Frank Coleman, Max Neuneker, Marshall Darnell and other members in addition to staff.

In November of 1979 the Council began its State legislative activities. During the December 1979 American Vocational Association Conference, a general meeting of interested individuals was called for those in attendance at the conference. From those present was generated a list of 54 individuals who would be surveyed and their comments and assistance used to update and improve the Special Appropriations Bill for Vocational Education prior to the February 14, 1980 meeting of the Council. At the February 14, 1980 Council meeting the legislative committee presented the results of the 48 surveys which were returned and a first draft of a new Appropriations Bill for Vocational Education.

Since the February 14, 1980 meeting of the Council, the proposed legislation has been drafted for the second time and the Council anticipates only minor adjustment prior to its introduction. Copies of the final Bill will be distributed to all agencies and individuals who are interested in the effort during and after the Summer Vocational Conference.

It is worthy of note to the Board that as of the time of the drafting of this report, the Nevada Association of School Boards, the Clark County PTA and the White Pine County School Board have passed resolutions in support of SB-23 like legislation.

Council Member Participation—Since the beginning of fiscal year 1980 the Council has pursued a policy of sending a broader representation of its members to regional and national meetings. During fiscal year 1981 10 of the Council's 21 council members have attended regional or National meetings. Through this action we feel we have broadened the scope of the Council members in terms of our own Council's operations as well as the operations of vocational education and vocational programs outside of Nevada. It is the Council's sincere hope that through a broader involvement at the Regional and National levels we will be able to more effectively advise the State Board as well as better being able to work with the State Department staff.

Fiscal year 1980 Committee Activities: Fiscal year 1980 has been a very involved year for committee work for the Council. Since the Committee work is vital to our functioning effectively, it is important that the Committee meetings report be presented. The Council has seven standing committees (Numbers within the parenthesis indicate number of meetings held) as follows:

a. Executive Committee (3);
b. Committee on Legislative Responsibility (2);
c. Budget, Audit and Bylaws (5);
d. Committee on Local Advisory Committees (2);
e. Public Information Committee (1);
f. Agency Mandated Programs Committee (3); and,
g. Federally Mandated Programs Committee (0).

In addition, the Council appointed three special committees for fiscal year 1980; the Eleventh Annual Evaluation Report Committee (1), Vocational Education Leadership Recognition Select Committee (1) and the fiscal year 1980 Appointments Committee (1). Council members have attended, or been involved in, a total of nineteen (19) committee meetings. Since many of the committee meetings are literally work sessions (administrative activities which would be staff work activities under a board like the State Board of Education) it was difficult to keep absolutely accurate record of involvement in committee work, however, as best possibly recreated by staff, the following is an accounting of committee activities during fiscal year 1980.

Committee meetings attended or committee meetings where directly involved [1]

Member		*Member*	
Keith Ashworth	2	Jerry Holloway	2
Max Blackham	2	James Kiley	3
John Buchanan	0	Tom Kirkpatrick	4
Frank Coleman	9	Jeanne Lauf	4
Marshall Darnell	5	Nat Lommori (Karen Edsall) [2]	4
J. Clark Davis	3	Max Neuneker	1
Monsignor John Doogan	1	Edita Perez	1
Blackie Evans	5	Jean Peterson	4
David Fulstone II	9	Hope Roberts	6
John Griffin	3	Shari Lee Wright	1
David Hoggard, Jr.	2		

[1] Members may have worked on meeting materials and responded to materials or contributed significantly enough to constitute a major involvement.

[2] Combination of 2 individuals who filled the category during fiscal year 1980.

For anyone referring to the committee participation of Council members, caution should be exercised as those members who serve on more than one committee (Eg. sub-Committee and Executive Committee) the number of meetings attended would be greater and fiscal year 1980 did not require the exhaustive involvement of some committees. It should be noted that these records only indicate direct involvement in committee meetings and does not reflect all of the work Council members may do outside of committee meetings.

During the later months of fiscal year 1980 the Council instituted a system of conference telephone work meetings. Though it is relatively new to our operations, it appears to have excellent financial and time savings potential for the future.

Council Meeting Attendance: During fiscal year 1980 the Council held four (4) regular Council meetings. As requested by the Board we are herewith presenting a role of attendance for fiscal year 1980, in order to more clearly explain attendance we have defined the excused column as follows:

UNAVOIDABLE ABSENCE DUE TO FAMILY, PERSONAL, OR PROFESSIONAL REASONS OUTSIDE OF THE CONTROL OF THE MEMBER, WITH NOTIFICATION GIVEN TO COUNCIL STAFF OR THE CHAIRMAN PRIOR TO THE MEETING

Member	Present	Excused	Absent
Keith Ashworth		3	1
Max Blackman	3	1	
John Buchanan			4
Frank Coleman	4		
Marshall Darnell	3	1	
J. Clark Davis	2	2	
Monsignor John Doogan	3	1	
Claude Evans	2	2	
David Fulstone II	3		1
John Griffin	3		1
David Hoggard, Jr.	4		
Jerry Holloway	4		
James Kiley	1	1	2
Tom Kirkpatrick	4		
Joanne Lauf	3	1	
Nat Lommori (Karen Edsall)	2		
Max Neuneker	3		1
Edita Perez	3		1
Jean Peterson	3	1	
Hope Roberts	4		
Shari Lee Wright	4		

During 1980 the Council has been involved in a number of activities which directly impact upon vocational education. The Council has sent representatives to the Statewide Women In Apprenticeship Workshops, and the Industry/Education Conference held in Clark County. The result of attendance at such conferences and workshops has been a better understanding of the wide range of Vocational and Manpower Training programs statewide.

On October 10, 1979, the Council Chairman and the Executive Director attended the National Association State Boards of Education Conference held in Williamsburg, Virginia. The conference this year dealt extensively with vocational education and CETA programs. Through attendance the Council has obtained new understanding of the positions and concepts maintained by State Board members regarding the future of training programs.

Related Appointments and Nominations of Council Members: During fiscal year 1980 there have been a number of significant appointments and nominations of Council members. While such appointments and nominations are periferal to Council functions it does increase the visibility and stature of the Council and its staff.

Hope Roberts: Nomination to the National Advisory Council for Vocational Education (appointments to be made in July of 1980). Recording Secretary for the First National meeting of Chairmen of SACVEs.

Marshall Darnell: Delegate to Vice-President Mondale's Practicioners Round Table Discussions for the National Task Force on Youth Employment, representing Local Directors of Vocational Education.

Frank Coleman: Participant appointment to the National Project for the Expansion and Improvement of Career and Vocational Guidance, U.S.O.E.

Michael L. Rask: Member, National Committee of the Association of Executive Officers of State Advisory Councils for Vocational Education for Revision of the Vocational Education Amendments 1982.

MEMBERSHIP—FISCAL YEAR 1980

Hope Roberts, Chairman, Reno.
Marshall Darnell, Vice-chairman, Las Vegas.
Keith Ashworth, Las Vegas.
Max Blackham, McGill, Nevada.
Frank Coleman, Carson City.
J. Clark Davis, Carson City.
Monsignor John Doogan, Reno.
Claude Evans, Carson City.
David Fulstone, II, Yerington, Nevada.
John Griffin, Carson City.
David Hoggard, Jr., Las Vegas.
Jerry Holloway, Reno.
James Kiley, Lovelock, Nevada.
Tom Kirkpatrick, Las Vegas.
Jeanne Lauf, Fallon, Nevada.
Nat Lommori, Gardnerville, Nevada.
Max Neuneker, Carson City.
Edita Perez, Las Vegas.
Jean Peterson, Las Vegas.
Shari Lee Wright, Moapa, Nevada.
Michael L. Rask, Executive Director.
Tanie MacMullen, Administration Assistant.

A SUMMARY REPORT TO THE NEVADA BOARD OF EDUCATION ON COUNCIL OPERATICNS, FISCAL YEAR 1979

INTRODUCTION

The Nevada Advisory Council for Vocational-Technical Education (hereafter referred to as the Council), being by law advisory to the State Board for Vocational Education (hereafter referred to as the Board) and membership appointed categorically by the Board; feels a responsibility to report to its appointing body in a document that goes beyond the mandatory Annual (Evaluation) Report.

In introducing this report it is necessary for the Council to express its sincere thanks to the Board and its individual members for their concern for, assistance to, and involvement with the Council over the last year of operations. Through this report the Council wishes to highlight both the Mandatory function of the Council and those functions which places the Council in a role of general advocacy for vocational education.

Unlike the Board, the Council has but one legal concern; that being vocational education. Since July 1, 1978 the Council has recognized its role in terms heretofore never perceived. The Council, while focusing on vocational education, has attempted to assume a positive role on the general concerns of education and the Board, as the success or failure of vocational education is tied closely to the success or failure of all education.

The Council wishes to acknowledge the assitance specifically of Mr. Ted Sanders, Dr. Ray Ryan, and Mr. James Costa and to thank them for their support, assistance and concern. While the involvement of the Council members and staff has not been as intense at the upper administration levels of the department as it may have been in the past, the productivity and the outcome of involvement has been greater.

The Council feels that it is important that the Board be fully appraised of the Council's activities over the past year as information fosters understanding, begets confidence and confidence promotes openess and productivity. The report herein might be considered a self-imposed report of accountability to the appointing Board and a link in better understanding.

The report is divided into 4 major components as follows:

1. The philosophy and position of the Council;
2. Completion of Legal Mandates from P.L. 94-482;
3. Optional activities of the Council which in general support the promotion and the improvement of vocational education in Nevada; and,
4. National involvement in vocational education.

THE PHILOSOPHY AND POSITION OF THE COUNCIL

While the passage of P.L. 94-482 brought many new mandates and responsibilities to the State Council and it further detailed the legal authorities and controls on the

Council, it neither imposed nor suggested a philosophy or statute for the Council. At the close of a year which has brought many successes and some failures to the Council it seems appropriate once more to review both the philosophy and position of the Council.

Philosophically, the Council sees itself as the primary and most viable lay group, excluding the Board, to serve a strong advocacy role for vocational education statewide. While P.L. 94-482 defines the legal requirements, the Council has endeavored to philosophically, and truly, function as advisory to the Board while maintaining a close working relationship with State Department, Vocational Education staff. Over the last year, and recognizing both shortcomings and at times lack of definitive success, the Council has more exhaustively involved the Board's liaisons in its operations and communications and has made a sincere effort to communicate with Board members and the Board as a whole.

The Council has since 1978 taken the position that they must maintain a very high profile within the vocational and non-vocational education community at both State and National level if they are ever to be successful in serving vocational education. The highlights of 1979, which follows, more effectively explain the higher profile of the Council and its members.

The role of the Council and the mandatory functions of the Council seems, in some minds, to conjur up the role of policeman for Federal funds. Frequently the role of the Council seems to be adversary to the Board and the State Department, if the full scope is not perceived or explained. Vocational Education in Nevada neither is as bad as perceived by some, and like any public service, not as good as it could be. Vocational education in Nevada is, and continues to be, a vital part of overall education in our State and will through commitment, concern and unified effort become an even more viable program for the people of Nevada. The Council is very positive about vocational education in the State and it will improve in the future.

COMPLETION OF LEGAL MANDATES FROM PUBLIC LAW 94-482

Public Law 94-482 mandates a number of functions of both the Board and the Council. Each year the operations of the Council is triggered by the appointment of individuals to the Council by specific category. The Law then mandates many functions which are best illustrated in table form. The following table depicts the legally mandated major functions of the Council and the action taken to address the mandate in 1979 fiscal year.

Mandate: To identify a fiscal agent for the Council.

Activity: In April of 1978 the Council voted unanimously to identify the University of Nevada, Grants and Contracts Unit as its fiscal agent.

Mandate: To, within 30 days of the U.S. Commissioner of Education's Certification of Council membership, hold an organizational meeting to: 1. update by-laws; 2. elect Officers.

Activity: The organizational meeting of the Council was held during the Nevada Vocational Conference in Carson City, August, 1979.

Mandate: To prepare and submit to the State Board for Vocational Education an Annual Report to be transmitted through the State Board to the U.S. Office of Education.

Activity: On September 15, 1979 the Ninth Annual Evaluation Report was transmitted to the Board of Education. Though there are many subsections of this mandate, each was addressed in the Annual Report.

Mandate: To comment at least once annually on the reports of the State Comprehensive Employment and Training Office.

Activity: On January 17 and 18, 1979, in Las Vegas, the Overview Committee on Agency Mandated Programs of the Council held public hearings and meetings on the State CETA programs. Comments were prepared on the Annual Report to the Governor on the basis of three meetings and a complete review of CETA reports by the Committee. The comments prepared were submitted to the State CETA Office with copies forwarded to the State Board of Education.

Mandate: The Council must, at least once annually hold a public meeting whereby the General Public is given opportunity to comment upon vocational education programs, administration, and future planning.

Activity: The Council has, during the past year, adhered strictly to the Open Meeting Law of the State of Nevada. Each and every Council and subcommittee meeting held were announced and at the close of the Agenda opportunity has been given for public input. Though this process meets the letter of the law, the Council feels that it is insufficient to completely address the spirit of the law. Thus, as last year, the Council joined in a cooperative effort with the State Department of Education Vocational Education Staff to hold 3 Public Hearings on the Annual Program Plan for Vocational Education and to receive public input to the Council. In 1979 the meetings were held in Elko on May 10; Reno, May 14; and in Las Vegas on May 16.

Mandate: The Council must, prior to the submission of the Annual Program Plan Submission and Submissions of the Amendments to the Five Year Plan for Vocational Education, sign off, testifying to the fact that they have been given the opportunity to input to the Plans Development.

Activity: In the process of developing the fiscal year 1980 Annual Plan and Amendments to the Five Year Plan, a diverse group of Council members as well as the Council's staff has been involved in the Vocational Education Plan development. The Council's involvement in 1979 has far surpassed the level of involvement in previous years. The State Department's Vocational Staff, under the direction of Mr. Riley, should be commended for their concern for keeping the Council informed on Plan progress. While all of the input of the Council may not have been in the plan, their advice and input has been continually solicited.

Mandate: The Council must monitor, review and comment upon the Department's efforts to eliminate sex bias and stereotyping in vocational education.

Activity: Throughout the year Ms. Bobbi Dowell has made progress reports on activities which will lead to sex equity in vocational education. Upon several occasions the Council has called upon Ms. Dowell to assist in their efforts and commends the Board and Department for the progress made in 1979.

Mandate: Each two years the Council, by mandate of Public Law 94-482, must undergo a complete fiscal audit.

Activity: While auditing procedures in the past were handled by the Department of Administration, with the change in fiscal agents, the Council must undergo audit as described within the General Provisions, Rules and Regulations. While the mandatory audit need not be completed until June 30, 1980, the Council has established a Budget, Audit, and By-Laws Committee, which has established basic ground rules for the audit and will be seeking the services of an audit team to begin auditing the Council's fiscal operations in August of 1979.

Mandate: The final mandate to be reviewed is an ongoing requirement. The Council must, upon request for technical assistance, provide the necessary assistance to Local Advisory Committees for Vocational Education (LACVE) to assure their operations.

Activity: Unlike many of the previous mandates this requirement of the Council tends to be more abstract in nature. No single activity specifically meets the requirements of the law. In an effort to provide technical assistance, the Council has maintained a continual line of communication with both Local Directors of Vocational Education and Chairman of LACVEs.

During 1979, Council Staff and members attended 9 LACVE meetings onsite to assist in a diverse group of activities requested.

On November 28-29, 1978, the Council conducted a statewide Legislative Workshop to assist LACVEs to organize their committees into an effective political team to improve both National and State support of vocational education. Those who attended represented 14 of the LACVEs and there were representatives of the Board as well as Local and State Vocational Education Administration.

Though the mandates and activities reviewed do not reflect the full scope of required operations, the summary highlights the Council's mandated functions. The existence of the Council demonstrates the completion of such mandates as submission of a Federal assistance request within 30 days of the beginning of the new fiscal year, submission of expenditures 30 days after completion of the fiscal year, etc.

In closing the section on mandated functions of the Council, it is important to note that in many cases each mandate has subfunctions and thus like the Board, the Council is required by law to respond to reoccurring situations and activities which are frequently detailed in terms of form and delivery.

OPTIONAL ACTIVITIES OF THE COUNCIL WHICH IN GENERAL SUPPORT THE PROMOTION AND THE IMPROVEMENT OF VOCATIONAL EDUCATION IN NEVADA

Many times Councils, like other entities become so exhaustively involved in the existing and expanding legal and mandatory functions (tending to be evaluative or monitoring in nature) that the potential of positive, productive and supportive functions begin to fade and eventually may disappear. This report by its very nature affords the Council the opportunity to demonstrate its efforts towards the support and improvement of vocational education and to, in a sense, say there are good, positive and productive things which are occurring at all operational and administrative levels of vocational education.

Prior to pointing up the optional activities of the Council, the Council wishes to cite some examples of Board and State Department activities which have contributed significantly to improving vocational education.

In 1978-1979 the Board and its individual members have taken a more active part in the functions of the Council. Without exception the liasion from the Board to the Council, or another member of the Board, was present at the general meetings of the Council. The personal observation and involvement of Board members in discussions, debates, and deliberations on vocational education issues could not help but bring better understanding of both vocational education and the Council's functions and role.

Particularly noteworthy, from the Council's viewpoint, has been the number of times the Board has given consideration to vocational education issues during their regular meetings. Though the Council has not kept record in the past, it is obvious that the Board has given more attention to vocational education this fiscal year than ever before. By way of commendation for the Board and its State Department staff, and explanation of the Council's perception, an example can be cited regarding the Ninth Annaul Evaluation Report recommendations form the Council to the Board. Each year the Board, through staff, responds to the Council's recommendations. In 1979 the Board received the comments from staff in February and subsequently, at a later meeting they were reviewed for the input of the Board and then included in the Draft of the Annual Program Plan. Significantly, in 1979 the Board has acted directly or will have acted directly on its responses 3 times during the year. This is but one example, but it is undeniable that such action gives increased visibility to vocational education and must ultimately serve to improve vocational education. If the Council has served as a catalyst to this action, the purpose of the Council as defined has been well served.

It is possible that the greatest success of the Council in 1979 came within the same activity as its greatest failure, the Council speaks of the Special Appropriations Bill for Vocational Education, SB-23. It is difficult for many people to clearly understand the Council's feeling of success over a legislative initiative which upon the first observation seems a total failure. Many individuals perceive the student in vocational education as the proverbial baby who was thrown out of the bath water, with the failure of SB-23. The Council however likens the failure of SB-23 to the adage "you must crawl before you can walk and walk before you run." In terms of the needs of vocational education, its relationship between Economic and Manpower Development and Legislative visibility in Nevada, vocational education has had a long infancy and now it walks. In all corners of the State and most importantly in the Legislature, the critical needs of vocational education have surfaced and people who never complete a course of study after high school now are at least aware of the need for more than voiced support of vocational education. As a result of SB-23. vocational education today in Nevada walks and a foundation of awareness exists.

While the highest profile of the Council regarding the 1979 session of the Legislature was related to SB-23, the Council was actively involved in many other efforts. The Council members and staff prepared testimony on and submitted and/or presented support a total of 15 times during the session. Council staff was called upon by both Assemblymen and Senators on key committees effecting education throughout the session to assist in analyzing and understanding educational issues. The Council actively lobbied for and assisted in the development and amendment of numerous related bills including consideration of the Elementary Guidance Bill and the Displaced Homemakers Bill. Where called upon the Council made staff available to anyone requesting assistance on vocational education related issues (eg. the Executive Director assisted Board staff in preparing proposed changes in AB-151, the Displaced Homemakers Bill). Without doubt the Council feels vocational education in Nevada is more visible than it has been in many years.

Since June of 1979 the Council has worked toward a broader understanding of vocational education. in 1977 the Council instituted a newsletter titled "The Note Pad" which now has a distribution of over 200 statewide. During fiscal year 1979 the Council has published 7 issues of The Note Pad which included fifty-six articles. Through a mini-grant of $2,000 received through the exemplary funds portion of the State's Federal Funds and matched by the Council, a series of four television and radio promotions since February (the Voc. ed. promotions were shown during the breaks in the T.V. Special "Roots" in Las Vegas). Lastly, the Council has responded to innumerable requests from districts, agencies, LACVE chairmen and interested lay groups, for information regarding vocational education. An example is the tie now established between the State PTA and the Council. The Council's Executive

Director was asked to serve and appointed as the vocational education consultant to the State PTA Board.

In 1977 the Council instituted a Vocational Education Youth Recognition program, whereby during National and State Vocational Education Week, 6 students in vocational education were recognized and honored for their leadership and achievement. In 1979 the program was linked to the LACVEs and a total of over 60 young people who exemplify leadership in Vocational Education were recognized and honored.

For implementation in fiscal year 1980 the Council has developed and approved a statewise workshop (inservice) program, which will be available upon request and which will be geared to the development of leadership within Local Advisory Committees for Vocational Education.

Considering the fact that fiscal year 1979 was a legislative year, the Council in retrospect is pleased with the progress and growth.

NATIONAL INVOLVEMENT IN VOCATIONAL EDUCATION

As the Council is sure the Board is aware, there is national network of Advisory Committees for Vocational Education which parallels many other such groups. There is a National Advisory Council appointed by the President, State Advisory Councils appointed by Boards or Governors, and Local Advisory Councils appointed by a predetermined entity within the Local School District.

Since the passage of Public Law 94-482, the Council has recongized an inequity within the act which has resulted in rural or low population States receiving less benefit from Federal Vocational Education Funds available. The Council's throughts on the matter have been affectively expressed in the Review of Allocation of Federal Funds section of the Ninth Annual Evaluation Report to the Board.

Since 1977 the Council has recognized that the only way the inequities may be rectified is for the rural State Advisory Councils and Boards (eg. Nevada, Utah, Montana, North Dakota, South Dakota, etc.) to assume a stronger leadership role and to make the commitment of rather scarce funds of the Council to the banding together of rural states.

In March, 1979, the Council hosted the Western States Advisory Council Conference in Reno. Through continual effort the Council has gained a significantly higher level of visability Being careful to clarify that the Council neither directly or indirectly speaks for the Board nor represents the Board's position, the Council has prepared many position statement, responses to Congressional request, etc. to clarify the rural State's situation (copies of the materials developed have been distributed widely within Nevada).

The Council feels that the effort has been most worthwhile as its Executive Director has been appointed to the National Committee for the drafting of the 1980 Vocational Education Amendments. The Council in this effort to improve Nevada's position nationally heartily endorses the Board's involvement and solicits its input.

In closing this report the Council wishes to reinforce its position of being Advisory to the States Board and to encourage strongly the Board's use of the Council's expertise, knowledge and general willingness to be of service to the Board, the Department, and ultimately vocational education.

Mr. KILDEE. The chairman has returned, so I will give him back the chair.

Chairman PERKINS. Let me ask the panel this.

Tell us why, in your opinion, it is necessary for us to have advisory councils, and tell us the most useful contributions of an advisory council in strengthening vocational education.

It has been suggested that we do away with the advisory councils. Then, by 1992, the administration wants the Federal Government to be out of the picture altogether.

How do you feel about this situation?

I will begin on the left here and go all the way across.

Ms. LESLIE. I think the State advisory councils are very essential.

In business we have internal auditors and we have external auditors sometimes looking from the outside to the inside. We see things that maybe are like the forest and the trees.

I think the fact that the outside input and the looking at the vocational education and the related world of outside education, where I mentioned earlier the tin people and the fiber glass people, are contrasted.

We have a view that we can give to vocational education that perhaps would not come if it were left strictly to the internal auditors, as I view it.

Mr. MYERS. Mr. Chairman, I think the advisory councils will provide an independent look, aside from the education circles, at the delivery system of vocational education and what it is going to do and what it can do for them.

I think this is why the Idaho council, at least, is supporting a majority membership in advisory councils from business, industry, labor, and agriculture.

Mrs. ROBERTS. Mr. Chairman, via the advisory councils, the Congress is afforded the opportunity of input from lay individuals as well as representatives from business, industry, and so on.

They must remain autonomous in order to do the job adequately and to get the broad picture from America rather than from the closed community of educators, per se.

Let me quote from this particular committee at a prior time. I do quote:

> These Councils cannot perform their roles as independent evaluators of programs if they are beholden for their funds or for their administration to the administrators they are evaluating.

I think that sums it up extremely well.

Mr. HARRIMAN. Let me take one incident from my experience which I think has national implications.

Several years ago when we first started this whole program of vocational education and mandated the councils, in the early years, the New York Department of Education, the ancient, honorable, proud, competent, and devoted really did set up an advisory council as a conformance tool to get the vocational money.

We were treated as we came to those early meetings with a dissertation on the glories and beauties of vocational education in New York. We were expected to clap hands and bless it.

Some of us became a little concerned about that and started making suggestions. We got into quite a program of resistance by the State to our ideas.

At that time we had a young man on the job as our executive director of our vocational advisory council, who got a number of suggestions from the leadership of the department.

After all, he was a career man in education and a professional. His first loyalty lay to the system, to the profession. He was working for the advisory council also, but he was brave enough and bright enough to stand up.

I was chairman of the council during those very cataclysmic years. In the end the one that survived was the brave young man who, while the State vocational director left, and I take pride in calling your attention to this.

It is unscheduled. We are proud of that young man. He is Wallace Vog. He is now president of the Association of Executive Directors of State advisory councils. He is sitting here and I wish to recognize him.

Because of the possibility of the vocational councils being independent and involving people from business, industry, labor, education, and what not, and not just the professionals, it was possible to have that and finally win the confidence of the regions of New York, the professional educators of New York.

That vocational council now is respected there. The chairman is also here.

That all was possible because you funded reasonably well and required the existence of the vocational advisory councils. We should continue that and strengthen them and allow us as State councils to be aware of this.

The superintendents across America need these councils which are not just technical advisory councils, but they need them in every city and State across the land.

That way you are really going to get some change. We will see a successful program which will involve private money supporting a river of funds that you never can afford through the tax system.

Mr. **Carroll**. Mr. Chairman, I would reiterate what you heard from the other panel members.

Insofar as the need for an independent and federally funded State advisory council, I agree.

But the role I see and the role that we have seen in Pennsylvania is this. We obviously are in a position where we can make recommendations. We are in a position for evalution and audit.

But more importantly we have found that the Bureau of Vocational Education and the members in the Department of Education continue to look to us as a resource of information.

This is where we have great value because we represent different populations in the Commonwealth and we are up there in the State. We know what is going on in the advanced state of the art.

One of the problems we have in the bureaucracy is that the people are very good people as we move into the bureaucracy. But 20 years later sometime they have not gotten back out there.

So the state of the art moves along. They are not aware of it.

We are. We can bring this to their attention and keep them abreast of where it is.

One other area that is important is this. I am convinced that local advisory councils—and they are equally as important as State advisory councils from my prospective—would probably not exist to any great degree nor would they have a great amount of influence if we did not have State advisory councils to provide them with counsel and assistance.

I want to thank you.

Chairman **Perkins**. I want to thank you all very much.

Mr. Craig?

Mr. **Craig**. Thank you very much.

I apologize that I was not able to hear all the testimony.

There were a couple of statements made that I think are very valuable. I am pleased you continue to point these out in all your testimony. I think it was true of Mr. Myers and Mrs. Roberts.

I have the current law in front of me. Even though the law is quite specific, if we look at the 20 different categories on the advisory boards—and you have brought your concern, I think, very clearly to us—we end up getting more educators than we do people from business and industry.

The role of the advisory group is to allow people from business and industry the kind of input that is necessary.

I have been closely involved with the vocational education movement in Idaho. I certainly think what we have done there has been, in large part, due to people like you, Mr. Myers, who have constantly stressed the kinds of directions we need to take.

In the reauthorization, I would hope that you would give us continued input on the kind of targeting we ought to do in order to clarify and to assure a greater degree of independence on the part of the advisory board.

I am concerned as to how we might be able to improve the Federal Act to allow a greater degree of autonomy and, therefore, a greater degree of input from business and industry.

Would you want to respond to that?

Mrs. ROBERTS. May I suggest, Mr. Craig, that when you consider the membership categories, that you consider 75 percent representation from business, industry, labor, agriculture, and the general public and 25 percent representation from education?

That would be one suggestion.

Mr. CRAIG. I think you mentioned at least 60 percent; is that right, Mr. Myers?

Mr. MYERS. Yes.

Mr. CRAIG. That is a helpful recommendation. If we are going to strengthen the system, we need to somehow clarify that.

If we are not able to do that, I have to question the legitimacy of your existence, in all honesty. If we cannot have a greater degree of autonomy and a greater degree of business and industry involvement, I question why you should exist.

Those who are the advocates of vocational education are the professionals within it. They currently have their say without the advisory boards.

Mr. HARRIMAN. I agree with that as a member of the National Association for Industry-Education Cooperation. It is essential.

We are speaking in this group for 75 percent requirement of nonprofessionals to make sure that has happened. Actually, the idea that the professionals will not be involved in these deliberations is ridiculous.

We are advising them. The State's staff can bring to all meetings as many people as they want to to hear it. If they do not want to hear it, they at least have to be there.

But personally I do not want to get out of line with the panel, but I do not think you need any educators on the advisory council as such.

They come to the meetings. Occasionally in New York we would have about half the people who would attend the meetings would be professional educators.

Several of them might be school district superintendents who would be beholden to the Commissioner or the Department for life-giving money.

Their independence and their willingness to take new initiatives against perhaps the present thinking of the Department was not to be seen in a crunch.

So, certainly I would encourage you to write that in pretty hard with the 75 percent and 25 percent.

Mr. CRAIG. Thank you.

Mrs. Roberts?

Mrs. ROBERTS. There is another point to document the existence of SACVE's.

We are able to do research as requested by the State board on issues that they are having a problem with and have neither the resource nor the funds to do them.

They then have called on Nevada's council many times to produce this kind of documentation for them to intelligently make a decision.

Mr. CRAIG. Thank you.

We are running out of time, so let me say this in closing.

Mrs. Roberts, your remarks toward the end of your testimony relate to funding. Administration recommendations verus what the House and Senate have done and what is now in conference came to this.

Last year we saw about $740 million split between adult voc-ed and voc-ed. This year those recommendations coming out of the House and Senate going into conference are looking at $760 million in combination.

That does not mean a block grant. It means it is the responsibility of this committee and its counterpart in the Senate and in conference to make the division.

Clearly there is going to be about $20 million more in that funding level in the House version for 1983 fiscal over 1982. The Senate version freezes at the 1982 level.

Thank you very much.

Chairman PERKINS. I want to thank the entire panel today. I think you have been very helpful to the committee. I want to wish you good luck.

The committee is adjourned.

[Whereupon, at 10:45 a.m., the subcommittee was adjourned.]

[Material submitted for the record follows:]

NATIONAL ASSOCIATION OF EXECUTIVE DIRECTORS OF STATE ADVISORY
COUNCILS ON VOCATIONAL EDUCATION,
Albany, N.Y., June 15, 1982.

Hon. CARL PERKINS,
U.S. House of Representatives,
Rayburn Building, Washington, D.C.

DEAR MR. PERKINS: The State Advisory Councils on Vocational Education (SACVEs) were created by Congress in the Vocational Education Act (VEA) as independent evaluators, monitoring agents and advisors on vocational education. Largely composed of lay persons, these Councils serve as the peripheral vision which enlarges the professional educator's view of vocational education. Since 1968, these Councils have attempted to carry forward not only the mandates, but the 'spirit' of the Federal law.

On the attached pages we have attempted to summarize the contributions of each state council. We offer this collection to you and your colleagues, hoping that it will respond, in a positive manner, to your interest in our activities. We stand ready to continue to respond to your requests.

Thank you for the opportunity to serve.
Sincerely,

WALLACE M. VOG, *President.*

SUMMARY OF CONTRIBUTIONS BY STATE COUNCILS

ALABAMA

Since 1971, the Council has advised the State Board of Education regarding the general improvement of vocational and technical education in Alabama.

The Alabama Advisory Council has been successful in several overt ways as well as in a less obvious fashion since that time.

Over the years, the Council has made 110 recommendations. The majority have been implemented to one degree or another. Typical examples which come to mind are:

The Council recommended the elimination of unit funding which was being abused at the time in favor of formula funding to be controlled and alloted by local persons. The result has been a gradual broadening of the vocational offerings at the secondary level and more equitable distribution of these funds. (1974)

More recently, the Council recommended a detailed process to increase articulation between secondary vocational programs and postsecondary technical schools. The state has since moved consistently toward this goal, following the SACVE process adopted by the Board step by step. (1979)

The Council recommended specific improvements in the funding formula for federal funds to distribute them more equitable. Such monies are presently being distributed based upon such changes as were recommended. (1980)

The Council recommended a broad comprehensive prevocational curriculum be developed for Alabama's schools. That curriculum is presently being field tested and will be in place in the fall of 1982. (1981)

There are many other historical examples of overt impact by the SACVE. The Council's recommendations are based upon survey and study done as much as a year beforehand to assure their accuracy and validity.

As important, however, are the differences the Council has made informally in the thinking of vocational educators at various levels. Through public meeting, State planning activities, LACVE technical assistance and many other informal contracts between Council people and 'the system,' innumerable instances of emerging ideas, thoughts, actions and priorities by the vocational community have surfaced which were initially brought to its attention by the Council. While the Advisory Council "gets no credit," formal or otherwise, for such contributions, they are very much a vital role the Council has served over the years.

The Alabama Council has passed through the earlier adversary stage as many councils have, to one of advocate, though a critical one, of vocational and technical educaiton in Alabama. Because of its independence from "the system" its views are deemed objective and are well respected. The Council has tremendous potential as a catalyst at the State level.

ALASKA STATE ADVISORY COUNCIL ON VOCATIONAL
AND CAREER EDUCATION,
Juneau, Alaska, May 3, 1982.

Mr. WALLY VOG,
Executive Director,
New York State Advisory Council,
Albany, N.Y.

DEAR WALLY: In analyzing the effectiveness of the Alaska State Advisory Council on Vocational and Career Education I am reminded of an old and dilapidated pair of shoes—you don't realize how comfortable and effective they are at keeping your feet healthy until you buy a pair of new shoes!

Such is a description of the Alaska State Advisory Council—over ten years our relationship with State policy makers and administrators has increasingly become more comfortable and effective in working towards vocational education programs that prepare Alaskans for employment and Alaska for continued economic development.

In retrospect it is difficult to isolate events or activities which serve as benchmarks for the support of the continuation of state advisory councils, as the impact of the Alaska State Council has been steadily increasing with each year of operation.

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For example, in recent years the Advisory Council has been advocating and recommending several specific changes in the way the State plans the delivery of vocational education in secondary and postsecondary/adult programs. Below please find several activities supported by the Alaska State Advisory Council which are beginning to come to be accepted this year:

That the new Five-Year Plan for Vocational Education be written with goals which serve as broad policy statement and objectives which are easily quantifiable;

That the State invest resources in developing articulated vocational education programs;

That lines of communications be established between secondary, postsecondary and adult programs; and,

That leadership needs to be exerted in the arena of vocational education and employment training in Alaska.

The Alaska State Advisory Council has also been successful in working with the Alaska State Legislature to call for a Vocational Education and Employment Training Task Force to be "established in the Office of the Governor to examine vocational education and employment training in the State and their relationship to economic development in the State, and to recommend legislative or administrative action, or both, that would improve vocational and technical education and employment training for the people of the state and would further the economic development of the state."

It is the firm belief of the Alaska Council that without the Council's vantage point, which lies outside the bureaucratic system, the aforementioned actions would not have taken place. The Advisory Council has presented a perspective, that while not always pleasant to hear or view, has caused the system to "look" at itself. That in and of itself is a hefty accomplishment.

Sincerely,

WALT WARD, *President.*

SACVE SUCCESS

Greetings and best wishes from Arizona SACVE!

Although most noteworthy accomplishments in the field of Education are the result of the work and thinking of many people, Arizona SACVE can point to some "successes" that are due mainly to its own activities and recommendations.

Leading the list is the Evaluation work of the Council, which has produced highly tangible results in the form of a new Evaluation instrument. This instrument was developed as a direct result of a SACVE Annual Report recommendation pointing out the inadequacies of the instrument being used. The Council recommended that revision of the instrument should be undertaken by a task force composed of persons with actual classroom and evaluation team experience, as well as a working knowledge of Vocational Education.

Not only did SACVE recommend this change, our Evaluation Committee Chairman also served on the Task Force that developed a new instrument, along with a wide range of individuals with evaluation team experience and a working knowledge of Vocational Education, business and industry.

The new instrument is now being used by all Arizona Department of Education Vocational Education evaluation teams in their work across the State.

Next on Arizona's SACVE's success list is its publications, their uses and results.

Our Annual Reports have been utilized each year by the State Plan Planning Committee and a number of local planning committees. Of the recommendations to the State Board of Vocational Education contained in these reports, more than 90 percent have resulted in actions that completely or partially accomplished these recommendations.

Requests for the Annual Reports and other special reports published by the Council nearly always have exceeded the supply. Examples of these special reports include: (1) The Product Talks, which for each of five years described the results of Vocational Education in the State and was succeeded by; (2) The Edge, which emphasizes the value and effectiveness of Vocational Education in Arizona and is one of the "firsts" among publications which emphasize the value and effectiveness of Vocational Education; (3) Council for Careers, a handbook for career counselors, which includes technical advice for use in setting up career centers and suggests contents and activities for these centers, as well as what classes in career preparedness should incude and their curriculum. Plans are to reprint this publication for which requests continually are being received; and (4) Advise for Action, which is about the establishment and operation of local advisory councils, offering technical advice in all areas. Ten thousand of these booklets have been printed, and all but 150 have been distributed on request.

These Arizona SACVE publications have been widely read and utilized in our State, but a number of other state SACVES also have requested copies or permission to utilize these materials in their work.

A third area of "Success" is in providing technical assistance to local advisory councils. Arizona SACVE members and staff, utilizing Advise for Action, have on request attended many planning and regular meetings of local advisory councils and have helped to establish a large number of new councils.

Other successes have been the implementation of SACVE recommendations which resulted in:

(1) Establishing a State Plan planning cycle with a schedule that allows for local administrators to use the resulting State Plan as a local planning instrument;

(2) Scheduling of two additional public hearings by the Arizona Department of Education to obtain additional State Plan input from business, labor, government, school administrators, and students;

(3) Development of a consistent, visible philosophy of Vocational Education with the purpose of presenting a clarified image and philosophy of Vocational Education to the parents of prospective students and the general public;

(4) Insuring the availability and utilization of labor market data to prepare students for high-demand jobs in various Vocational Education program areas; and

(5) Offering clinics in various areas of the State to identify problems and develop plans of action in the area of elimination of sex sterotyping, which formerly has resulted in sexist curriculum and an almost total absence of females in nontraditional higher paying occupational areas: In The Edge, SACVE was able to report progress in these areas, which was due at least partially to the Council's urging such results in its publications, recommendations and actions.

Arizona SACVE presents which pride these successes, but also reiterates its willingness to continue to serve all Arizonans in its very important trust as an evaluator and advocate of Vocational Education. Producing completers who are ready to become good, productive citizens of a proud State with a healthy economy, a high quality of life, and worthwhile goals continues to be our aim.

CONTRIBUTIONS OF THE COLORADO STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

The Colorado State Advisory Council for Vocational Education believes it has made significant contributions to vocational education in the state. Through the years, needs which the council has identified in annual reports and position papers have led to changes and improvements in vocational programs.

As an example of this, for several years the Council indicated the need to improve counseling and guidance services to students. As a result of this concern, the staffs of the Colorado Department of Education and the State Board for Community Colleges and Occupational Education working together developed a Unified State Plan for Counseling. The plan which is based on student outcomes is being piloted and funded in several rural Boards of Cooperative Services where it is impacting on many high school counseling programs. A proposal to implement the Unified State Plan at the post secondary level is under consideration at the present time.

Three years ago SACVE expersed a concern about the vocational education programs in corrections. Since then the system has been reorganized and an area vocational school established in the correctional facilities. This has resulted in more opportunities for occupational education for inmates.

Last year the SACVE and the state occupational staff cooperatively developed a handbook for local advisory councils. SACVE believes such local councils, which are responsive to local employment needs, are essential to good programs. The booklet has been of assistance to local administrators and teachers in strengthening their advisory councils. Likewise, the handbook has been useful to the state council in providing technical assistance to the locals.

In these days of budget cuts and diminishing resources the Council has actively encouraged cooperation and coordination between all educational and social agencies. SACVE is proud that Colorado has several exemplary cooperative efforts, for this is one way tax dollars can be used more effectively.

Two model efforts in addition to those described above are:

Colorado First, shared program of the Department of Commerce and Development and the SBCCOE to provide training programs for new industries coming to Colorado, and

Rocky Mountain Energy and Environmental Training Center, a facility sponsored by the Department of Labor, Rockwell International (private industry) and the SBCCOE to provide fast track training in high technology.

For several years the Colorado SACVE has monitored the evaluation process, the Comprehensive Program Review, used by the state staff. Advisory council recommendations have led to modifications and improvements in that system.

Recently the public hearings held by the Colorado Council have been open communication sessions focusing on students, business and industry, and advisory councils. The hearings have been well attended. They have facilitated the public and private sectors sharing concerns and working together to effect change.

All these results indicate, we believe, the effectiveness of the Colorado State Advisory Council for Vocational Education.

SUMMARY OF DELAWARE COUNCIL ACHIEVEMENTS 1968–82

The Delaware Advisory Council on Vocational Education was created in 1969 by Executive Order of Governor Russell W. Peterson.

In 1973, the title and responsibilities of the Council were broadened by act of the General Assembly. The Council became an independent state agency named the Delaware Advisory Council on Career and Vocational Education.

During its existence, the Council has been privileged to participate actively and effectively in the development and implementation of very significant legislation, policy, programs, and practices in career and vocational education in the state.

While the Council cannot and will not claim full credit for the successful changes it has witnessed over the past fourteen years, it shares with the Governors, General Assemblies, School Boards, State and local agencies, teachers, and students, the conviction that it would not have happened without us. It could not have happened, either, without the assistance of our federal partners.

Some of the accomplishments of that era deserve special note:

H.B. 509; an amendment to Title 14, Delaware Code, establishing vocational education units of funding.

H.B. 628; amending Title 14, to extend vocational education services on a year round basis.

Project 7000; a vocational program for disadvantaged dropouts, later to become a program of national impact and replication, was designed, tested and initially implemented in Delaware.

H.B. 764; the "Little Bill", an amendment to Title 14 whereby Delaware was the first state in the nation to legally recognize, endorse, and financially support Vocational Student Organizations.

The Council recommended a policy adopted by the State Board of Education that credits years of experience in directly related employment for additional increments of pay to teachers of vocational subjects.

Occupational Teachers Education Consortium; first recommended by the Council, the institutions of higher education in the State designed and implemented a cooperative, coordinated, program of preservice, in-service, and graduate study for teachers of occupational, vocational, and technical education.

The Career Educational Project; initiated by the Governor, the Council, and the Department of Public Instruction which provided in-service training in Career Education to all secondary teachers and administrators in the state, and created:

The Youth Activity Specialist Program; graduates of vocational programs were enrolled in an intensive two-year cooperative education Associate Degree Program, and placed in the schools to plan, organize, and lead student organizations in all career fields.

Educational Resources Association; cited nationally as a model in Career Education, ERA serves as a clearinghouse for cooperative activities involving business, industry, and the schools. It was designed and implemented in Delaware and was and is a priority of the Council.

The Superintendents Committee on Funding Priorities for Vocational Education; originally recommended by the Council, the committee meets annually to identify and recommend priority programs and activities for federal funding.

The Career Guidance, Placement, Follow-Up Program; recommended by the council as a top priority, this program, utilizing a significant percentage of discretionary funds, has been supported for a decade by the State Board of Education. (As a result of Council involvement, this program has been supplemented by the Delaware Department of Labor through CETA funds.)

Vocational Student Organizations; the State Board of Education adopted a policy drafted and recommended by the Council, that mandates availability of organized student activities for all students enrolled in vocational education programs. It further absorbs the cost of student dues to such organizations. Delaware was the first State to adopt such a policy.

Jobs for Delaware Graduates; another program of national significance (Jobs for America's Graduates). Based generally on the concepts of 70001, which incorporates a student organization as the motivational tool, this program concentrates on placement of non-college bound seniors with little or no occupational skills. Council members and staff were involved in its design, implementation, and serve on its Board of Directors.

Model-Netics; following its mandate ". . . to provide technical assistance . . . to eligible recipients . . . upon request . . ." the Council provides in-service management training to staffs of several State agencies including, the Department of Public Instruction, Delaware Technical and Community College, New Castle Budget County Vocational-Technical School District, Delaware Budget Department, Delaware Department of Corrections, Jobs for Delaware Graduates, 70001, every local school district, the Youth Activity Specialist Program, Delaware Development Department, University of Delaware, and Delaware Department of Labor.

Articulation; currently in its formative stage, and of very high priority, this program has as its principal objective the communications, cooperation, and coordination of all education, training, and placement services in the State. It presently involves every agency in the State named above and will attempt in the coming year to consolidate available resources so that they will become more effective and efficient in the counseling, placement and follow-up of all of our students.

The activities of the Council are broad and varied. Members have participated in evaluation visits to every school and every funded program over the past five years. They serve in leadership roles in government, education, business, industry, and the community. They represent every required category and beyond. Membership composition incorporates geographical, minority, sex, religious, age, and occupational representation. The Council is truly a microcosm of the microcosm that is the State of Delaware.

For the above, the Council has become increasingly more recognized, accepted, and successful over its tenure.

District of Columbia Advisory Council on Vocational Education

I. The D.C. Advisory Council on Vocational Education in its 1979 Annual Report requested coordination between the State Director of Vocational Education and the Special Education Unit to insure a quality vocational program for handicapped students.

As a result of the Council's efforts, the Office of Career Development has established a Career Assessment Center which provides testing and guidance services for special students. Currently, the program has been expanded to serve as a "Feeder" in mainstreaming special students into the regular academic setting.

II. During Fiscal Year 1979–80, the national average of support by states for vocational education was estimated at seven (7) state dollars to one (1) Federal dollar (7:1). The District of Columbia's support has been calculated at less than three (3) to one (2.6:1).

As a direct result of the D.C. Advisory Council on Vocational Education's input, lobbying efforts and advocacy role, the D.C. Board of Education has raised this ratio to five (5) to one (1), amounting to a $3 million increase in the budget of the Office of Career Development of the D.C. Public Schools.

III. In September 1981, the D.C. Advisory Council on Vocational Education conducted a two (2) day workshop for counselors in the junior/senior high schools and the Career Development Centers. The workshop focused on "Innovative Approaches to Providing Counseling, Guidance and Placement Services for the Youth in the 80's and 90's."

Experts in the fields of Office Practices, Health Occupations and the Banking and Hotel Industry provided materials, in-kind support and techniques to assist the Counselors in meeting the current needs of the students based on today's market.

The direct result of this workshop has been the liaison relationship established between industry and counselors which is providing jobs, career awareness sessions, on-the-job training slots and new members for each of the Career Development Advisory Councils.

The positive results of the workshop were so effective that the Counselors have requested the Council to do a similar workshop this fall.

IV. The D.C. Advisory Council on Vocational Education recently completed an onsite evaluation of the eight (8) Career Centers and seven (7) comprehensive high schools. The purpose of the evaluation was to determine the quality of programs and services in each center and based on findings, prepare a report for submission to the Board of Education recommending ways to improve services, and offer the Council's assistance in providing same.

As a result of the Council's followup to the evaluation, and collaboration with the Employment and Training Service Advisory Council which minotors the District's Youth Employment Programs, the following projects have been instituted:

1. Students in the areas of Carpentry, Painting, Electricity, Landscaping, Home Economics and Graphic Arts have been assigned to work with the D.C. Employment Services Department and the Council to do office renovations as a part of their work experience. Instructors in each of the above mentioned areas are serving as supervisors to monitor the work and progress of the students.

2. Through the persuasive efforts of the Advisory Council and the Employment & Training Services Advisory Council, students from the various Career Centers will be used to assist the Buildings and Grounds Department of the District of Columbia Public Schools with maintenance of the schools during the summer.

The Council through meetings with officials of the District of Columbia Public Schools has made it possible for these students to receive the minimum wage while working on this project, while at the same time, provide summer employment for youth in our city.

FLORIDA STATE ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION (FSAC)

Summary of ways in which the FSAC has made differences in vocational education in Florida.

Since its beginning in 1969 the FSAC has been instrumental in helping to improve vocational education in Florida. Among the improvements brought about by the Council are:

Improvements in the state plan for vocational education: As one example, Council recommendations resulted in the state altering its entitlement formula so that small school districts would get enough money to fund badly needed projects;

Improvements in the accessibility of buildings and facilities to the physically disabled: Council evaluation activities resulted in changes in state law to make vocational education buildings and facilities accessible to the physically disabled;

Improvements in the use of supply and demand data for planning of local vocational education: The FSAC pioneered statewide studies in the effective use of supply and demand data for planning areas. Much of this information is now being used by the Governor's office to develop policy options for the coordination of training information;

Improvements in legislative awareness: Council documents—annual reports, evaluation reports, and position statements—have been widely used by state legislators and legislative staff in the development of state legislation. The FSAC annual report is the only document which gives an overall view of the status of vocational education, and many of the graphs and tables in the report are compiled nowhere else in the state.

Improvements in citizen participation in education: Public meetings held by the Council are often the only forum available for citizens to let an independent, state level advisory group know about the issues and concerns of local citizens. These meetings provide business and industry representatives with an opportunity to speak out and be heard by policy makers.

Improvements in the image of vocational education: Council efforts directed toward enhancing the image of vocational education have had favorable effects. The Council has issued booklets, held pubic meetings, participated in local and state level group meetings, visited local schools, and conducted many other activities designed to foster good relations between vocational educators and the citizens they serve.

These are but a few of the ways in which this Council has made a substantial difference in vocational education in Florida. Perhaps the most important contribution made by the Council is the wealth of expertise and knowledge which the Council has used in its deliberations on the betterment of education in our state.

THE HAWAII SACVE CONTRIBUTION TO VOCATIONAL EDUCATION

1. The Hawaii SACVE is believed to be unique in that it is part of a State agency, the Commission on Manpower and Full Employment: The Commission is responsible for the coordination of manpower and related programs, a comprehensive annual manpower report and employment studies on the impact of technology change. The SACVE responsibilities add the complementary functions of vocational education planning, needs assessment and monitoring of evaluation programs.

2. The Hawaii SACVE is recognized as a lead advocate agency for vocational education in Hawaii: It has focused especially on needs in support of economic development and the education, training and employment of handicapped and disadvantaged client groups. The Council's monthly newsletter, "Na Po'e Hana," conveys stories about the impact of vocational education on people. The Council has worked to develop State budgetary support for vocational education program needs and priorities and legislative knowledge on vocational education issues.

3. The Hawaii SACVE considers itself in partnership with the State's other vocational education agencies: Although cast in an evaluative role in carrying out its mandated responsibilities, it chooses to also support, assist and promote vocational education efforts. Two high visibility activities are a student poster contest to promote and publicize vocational education and commendations which identify persons and/or programs of outstanding merit and achievement.

4. The Hawaii SACVE's representation of community segments, like all SACVE's across the country, has enabled a vigorous exchange of public and private sector interests to develop and improve vocational education programs: The Council has been described as one of the hardest working unpaid appointed bodies in the State.

5. The Hawaii SACVE has developed and established a working partnership with the State's CETA programs: Its principal Commission responsibility, the Annual Report to the Governor on Employment and Training Programs, is prepared and issued as a joint report with the CETA State agency.

STATE OF IDAHO ADVISORY COUNCIL ON VOCATIONAL EDUCATION

In 1978 the Idaho Advisory Council produced a concept film on vocational education in Idaho titled "Idaho—The Quality Life." This twelve minute, 16mm color film was made on location in Idaho's high schools, area postsecondary vocational schools, private schools and industries. The film depicts challenging and interesting careers taught in Idaho's vocational education program. The film is used by junior high and high school career counselors and indicates opportunities available for students and adults in Idaho's vocational education program. The film has been circulated among all of the State's public schools as well as many service clubs and organizations throughout the State.

The Idaho Advisory Council recommended to the State Board of Education that a $200,000 emergency fund be set up for new and expanding industries in Idaho. From the Advisory Council request, the State Board recommended that this fund be established through the Idaho Legislature. Since that time in 1978, an emergency fund has been available for new and expanding industries as a direct result of the Advisory Council recommendation.

The State Advisory Council recommended that the State Board of Education authorize each public institution of higher education to give appropriate academic credit for vocational course work done at the six postsecondary vocational schools in Idaho. As a result of this recommendation, each state institution of higher education has provided credit to those students transferring from vocational/technical programs to academic programs where appropriate.

The Advisory Council developed a local advisory committee handbook in cooperation with the State Board for Vocational Education. This handbook was designed to serve local educators and committee chairpersons of local advisory committees. The handbook was designed to be a guide and initial source of information for establishment and maintenance of local advisory committees. It has now been reprinted three times for use by local schools.

In 1979 the Advisory Council in cooperation with the State Division for Vocational Education published an informational brochure on statewide postsecondary vocational offerings. This brochure has been sent to all secondary and postsecondary schools in Idaho for use by counselors. As of this year the brochure has been passed out to all graduating seniors. The Advisory Council believe that the brochure titled "Design Your Future" was a step in providing the necessary information concerning statewide vocational education opportunities for students and the general public.

In 1980 the Council conducted a survey titled "Perceptions of Employers and of 1976 High School and Postsecondary Vocational Education Completors in Idaho." This study was done in cooperation with the Northwest Educational Lab and indicated to the Council that most of the completors of 1976 vocational programs were satisfied with their present employment in 1980. A few problems were determined by the vocational study, especially the underemployment of women in the vocational skill for which they were trained.

A vertical articulation study was also completed in 1980, which indicated the lack of articulation between vocational education programs at the secondary and postsecondary level in Idaho. As a result of this study positive steps were taken towards articulating the vocational program at the secondary and postsecondary level.

A counselor's film on postsecondary vocational education programs entitled "Crescendo" was completed to identify vocational education opportunities at the postsecondary vocational level. A special counselor's guide was developed to assist the counselor at the secondary level in utilizing the film in the best possible manner. The film has now circulated to all schools in Idaho and a number of service groups and professional organizations.

A brochure entitled "Job Power" was developed, depicting the need for vocationally trained people over the next five years—1980 to 1985.

A publication entitled "Jobs For You In Idaho" was developed to show where jobs are available in the different areas of the State, and the potential earning power in these different vocational skills. This brochure was developed in cooperation with Idaho's Department of Employment.

In 1981 the Idaho Advisory Council studied new and expanding energy development and conservation within the State. This was the first effort in Idaho to study this area by any group or agency. The Council obtained information from the study which indicated how many vocational and technical programs were already in place in the State and what vocational programs would be needed in the future to meet the employment demands of energy production. From the study, it was determined that over 2500 vocationally trained people would be needed in the next five years to develop alternate energy forms for Idaho.

In 1981 the Advisory Council began a quarterly publication entitled "Pooling Resources for Economic Development." This was a publication developed to pool articles and research involving vocational education. The information was gathered from all parts of the country and included information on Council activities and the Idaho Division of Voc. Ed.

The Idaho Advisory Council has continued to promote funding for vocational programs in Idaho. In 1974 funding for the total vocational program in Idaho was less than 2 million dollars. Today, funding for vocational programs in the State of Idaho amounts to 18 million dollars. This funding was a result of the Advisory Council, the State Board, the Governor, and the Legislature convincing the people that there was a need for more vocational education programs in the State of Idaho.

STATE OF INDIANA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The Indiana State Advisory Council on Vocational Education has been an active participant in Indiana's vocational education planning over the last several years. The Council encouraged the State Board of Vocational and Technical Education to begin a special effort toward new and expanding business and industries. This recommendation made in the Spring of 1978 is now a full effort through Indiana's program "Training for Profit" supported by both State Board funds and State funds from the Department of Commerce. Other areas of positive change include the development of a State Vocational Education Plan for Indiana rather than a federal compliance document. The Council has stimulated additional efforts for local planning and inter-agency cooperation with student and program articulation.

The Council through its review and monitoring of the local vocational program evaluations has determined these evaluations do improve the local vocational education programs and do contribute to keeping the programs current and effective in the delivery of vocational education skills.

Our survey results of Indiana's vocational education professionals over the last 4 years 1978–81 have expressed directions and desires of where additional vocational education funds should be used, in areas where there is a desire for assistance in serving students and where assistance with community involvement is needed. These results have been useful in determining priorities in the State Vocational Education planning process.

The Council developed a handbook on local advisory committee functions and an in-service notebook. Over the past four years the Council has conducted a series of successful workshops throughout the state to assist local vocational education advisory committees with their responsibilities. We believe these materials to be the best in the U.S.A. and workshops have been highly praised by the attendees.

The Council has conducted public hearings each year where local individuals have been provided opportunities to express their feelings and concerns for and about vocational education. This past year additional special meetings were planned where dialogue discussions with Indiana business leaders and Indiana labor leaders were held. These coupled with the regular Council meetings which are held in various vocational facilities in different Indiana localities provide the Council with an excellent citizen background to advise on state directions, policies and ideas.

The Council meeting discussions of issues are attended by representatives from the State Board's staff and the Department of Public Instruction, as well as persons from vocational education institutions. The Council has proved to be a knowledgable forum where vocational education issues are discussed. The results of these discussions do not always become a formal recommendation but the discussions many times lead to steps being taken by the appropriate state leaders.

The Council has developed, published and distributed materials on Sex Equity, Local Vocational Education Advisory Committees, Vocational Education in Economic Development, Public Relations for Vocational Education, Vocational Education Opinnionaire Surveys, and materials for Vocational Education Counselors in addition to our Annual Reports. These materials have provided a focus for local actions on State and National Priorities. The Council is pleased with its past efforts to move and maintain Indiana's Vocational Education programs.

The existence of the Indiana State Advisory Council on Vocational Education has the positive involvement of dedicated Hoosier Citizens working toward the expansion and improvement of Indiana's Vocational Education System.

KENTUCKY

The Kentucky State Advisory Council on Vocational Education was created by Executive Order of the Governor of Kentucky in 1969. The Council became a state agency by action of the General Assembly in 1976.

During its existence, the State Advisory Council on Vocational Education has served as an advocate for improved vocational education opportunities in the Commonwealth. The Council has maintained an exemplary cooperative working relationship with the Board of Education and the staff of the Department of Education. The activities and resultant recommendations have been formulated in a forthright and objective manner. The Board has been responsive and has taken positive action to implement nearly all of the recommendations:

Issues addressed by the Council include:

Input from Business, Industry, and Labor: The Council recommended the creation of advisory committees at all levels; i.e., program, school, region. By regulation and policy the Board has created advisory committees for all programs and regional advisory committees to blanket the state. More important than the creation of the committees is the utilization of the membership. The staffs of the Department of Education and the Council developed a plan for communication involving administrators and advisors from the program classroom to the Board and back.

Job Readiness Skills: The Council recommended instituting a procedure other than hours to determine the readiness of students to enter employment. Competency-based Vocational Education (CBVE) has since assumed major importance as a delivery mechanism.

Comprehensive Data System: The Council recommended vigorous support of a data system for management information. This issue has been addressed in at least four annual reports. A computerized student data system is now going on line. A terminal will be located in each region. Immediate, reliable student data will now be available to local and state program planners and administrators.

Staff/Industry Exchange: The Council recommended an exemplary program of teacher exchange. This program was implemented and has grown to be one of the highlights in professional development activities. The Council's 12th Annual Report (December 1981) reports that business and industry leaders continue to have high regard for Staff/Industry Exchange.

Pre-construction Study: One of the 1974 recommendations of the Council related to data needed before construction of new facilities. Subsequently, the Board and

Department have initiated many new procedures to assure programmatic and facility justification and potential utilization prior to construction.

Public Forums on State Plan: In 1975 the Council recommended regional public forums on the annual and long-range plans. The first series of these were conducted in 1977. The regional advisory committees now have a "sign-off" responsibility on the regional plans. In the fall of 1981 regional planning conferences were conducted in all regions of the state to assist in the planning process and plan development. These conferences provided for direct input by business and industry into vocational programming.

New and Expanding Industries: Realizing the special role of vocational education in economic development, the Council recommended creation of an administrative entity with responsibility for designing programs for new and expanding industries. This administrative entity is functioning and is in the forefront in the state's economic development activity.

Layman Evaluation: An evaluation plan was developed through the auspices of the Council to permit layman evaluation of occupational education programs. This process has now been refined to involve advisors as program review team members along with educators. This process permits on-the-spot reaction of administrators, educator evaluators, and advisors.

Employability Skills: The Council has recommended added emphasis on the employability skills as compared to specific job skills. These skills are now routinely taught in each program.

Uniform Policy Development and Implementation: In 1981 the Council directed a study involving business and industry leaders to identify issues related to the development of quality vocational education programs. Over 250 non-educators provided input. One of the major issues identified related to definitive student admission, retention, and completion policies. As a result, the Board and staff are now engaged in a task of defining uniform policies for all programs.

Summary: The above represent 10 issues addressed by the Council. There are others included in the 75 recommendations in the twelve annual reports of the Council. In addition to written recommendations, the dialogue between administrators and advisors has proven healthy. The Council provided leadership in developing annual joint meetings of regional and state administrators and advisors. The most recent meeting involved 78 participants.

LOUISIANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Council Sponsors Congressional Seminar on Vocational Education in Washington: The State Advisory Council for Vocational Education sponsored in February a Congressional Seminar on Vocational Education for the staff of Louisiana's Congressional delegation. Also, a luncheon was held for the Congressional delegation. Attending the luncheon were Senator Russell Long, Congressman Gillis Long, Congressman Buddy Leach, and Congressman Robert Livingston.

Along with the Council, representatives of the State Board of Elementary and Secondary Education and the State Department of Education participated in the activities.

Council Sponsors CETA/Vocational Education Informational Committee for State Board of Elementary and Secondary Education: Due to a need for better information and communication between the CETA and Vocational Education community, the Council sponsored an agreement which the State Board of Elementary and Secondary Education adopted which created the State Board of Elementary and Secondary Education CETA/Vocational Education Informational Committee. The new Informational Committee brought together for the first time CETA and Vocational Education officials. The continuing dialogue has enhanced the CETA and Vocational Education community.

Comprehensive Curriculum Directories Are Published by Council: For the first time, comprehensive Vocational Education curriculum directories were published by the Council. The curriculum directories list all of the Vocational Education curriculum at the secondary and adult levels, indicating schools and location.

AVA National Director Honored in Louisiana: Dr. Gene Bottoms, Executive Director of the American Vocational Association (AVA), was honored in May with a special dinner sponsored by the Council. The dinner drew Vocational Educators from all over the State, with over a hundred persons in attendance. Dr. Bottoms gave a major presentation following dinner.

State Plan Input Provided by Council: The Council presented recommendations for the State Plan for Vocational Education. Many of the recommendations were accepted by the State Board of Elementary and Secondary Education and incorporated into the State Plan.

Public Hearing on Vocational Education Held in Metairie: The Council held one of its two yearly Public Hearings on Vocational Education in Metairie in June. The Public Hearing provided the general public an opportunity to express their views and recommendations concerning Vocational Education.

Council Published National Publication on "CETA/Vocational Education Coordination": The Council, through the State Board of Elementary and Secondary Education CETA/Vocational Education Informational Committee, wrote a national publication on "CETA/Vocational Education Coordination". The publication was presented to the National School Boards Association in Washington and was spotlighted in a special article in the Manpower and Vocational Education Weekly, the official news weekly for Vocational Education.

The report represented for the first time a joint publication on CETA and Vocational Education in Louisiana.

Council Invited to Give Testimony in Washington: Due to the Council publication on CETA/Vocational Education Coordination, the Council along with representatives from the State Board of Elementary and Secondary Education and Louisiana Department of Labor were invited to give testimony at a Vice-President's Task Force meeting on CETA/Vocational Education Coordination. The meeting was held at the Old Executive Office Building, next to the White House.

Council Becomes Associate Member of the SOICC: The Council was invited to become an associate member of the State Occupational Information Coordinating Committee (SOICC). The SOICC is the occupational data system for the State. The Council is one of the few Councils invited to join.

Council Members Make Presentation to State Board of Elementary and Secondary Education CETA/Vocational Education Informational Committee: A special report was presented to the State Board of Elementary and Secondary Education CETA/Vocational Education Informational Committee. The report pertained to a U.S. Conference of Mayors meeting on CETA/Vocational Education Coordination.

MASSACHUSETTS ADVISORY COUNCIL ON VOCATIONAL-TECHNICAL EDUCATION ACCOMPLISHMENTS

INTRODUCTION

It is difficult to establish a direct cause and effect relationship between SACVE recommendations and changes in a state's vocational education system. To begin with, social change usually occurs only very slowly and incrementally, as a result of multiple forces acting on the system. Sometimes these social forces are all headed in roughly the same direction but more often they are not, and the change brought about is a compromise. State Advisory Councils are but one of many parties concerned with quality vocational education, and there are few instances when ours would be only voice speaking to a particular issue. In Massachusetts, for example, there are more women, minorities and handicapped students enrolled in vocational education than there were ten years ago, but although MACVTE has championed access issues for years, we certainly could not claim to be solely responsible for this increase.

In addition, most people who change at all do not like to admit that it wasn't their idea all along, and this is as true for state directors of vocational education as it is for anyone else. Our Council believes, however, that the SACVE mission is to help bring about positive change; it is not important to decide who the "true authors" of the change are.

PLANNING

The Advisory Council has consistently recommended greater attention to planning, and has stressed the need for vocational education policy to coordinate with other public policies aimed at economic growth, employment, reduction of poverty, equality of opportunity and social welfare. The State has moved steadily toward a comprehensive planning process that ensures participation of local education agencies and places vocational education in a larger social and economic context. The Advisory Council has recommended more specific goals; the most recent long range State Plan contains highly detailed goals and objectives.

EVALUATION

The Advisory Council has recommended greater attention to data collection, processing and dissemination. The State has implemented a procedure for collecting vocational education data that has reduced reporting requirements for local schools, consolidated financial reporting systems, and improved the accuracy of the data. The Advisory Council has recommended that the State develop an evaluation model for federally funded programs, for use by local educational agencies. The State is currently developing a process for the comprehensive and uniform evaluation of vocational programs supported by state, federal and local funds. The evaluation process will compare the relevant range of offerings to labor markets and student needs; results will be used to assist schools in planning for program improvements.

ACCESS TO PROGRAMS

The Advisory Council has made numerous recommendations concerning access; e.g., that the State Plan suggest enrollment and funding targets for disadvantaged Black and linguistic minority youth, that incentives be offered to school systems to hire more minority teachers and administrators, that enrollment of special needs students be increased, that greater emphasis be placed on counseling and support services designed to overcome sex bias and stereotyping in vocational education, etc. The State has responded vigorously and creatively to these recommendations. A new monitoring system for program access for minority, handicapped, disadvantaged, limited English proficient and female populations has been implemented. Enrollment patterns are now being examined at the six digit O. E. Code level to ensure adequate representation of all populations. The State has acted to provide funding incentives for both programs and professional development designed to increase minority enrollment and staffing. The State has funded joint Occupational Education/Special Education projects. The State has funded a study of attitudes of female students who have chosen non-traditional areas of study, as well as several statewide workshops to increase staff awareness of sex equity issues. These and many other significant projects and leadership activities have resulted in increased access to quality vocational education by the priority populations set forth in the Vocational Education Act. Approximately 200,000 students in Massachusetts are directly benefiting from the improved and extension of quality vocational made possible with VEA funds. Of these, approximately 55,000 students (including 7,000 minorities and 30,000 handicapped and disadvantaged students) are being served in intensive vocational skills training programs and supportive services.

THE MICHIGAN ADVISORY COUNCIL FOR VOCATIONAL EDUCATION HAS MADE A DIFFERENCE

Since the formation of the State Advisory Council for Vocational Education in Michigan in April 1969, the Council has had a significant impact on vocational education—it has made a difference.

Early recommendations of the Council that were implemented by the State Board of Education concerned the development of clear-cut goals and objectives for vocational education in the State. The Council also urged the formation of local advisory councils which became mandated as part of the Department of Education's "Program Standards of Quality."

Additional recommendations that have been satisfactorily implemented concerned increased and improved occupational guidance, counseling, and placement services; increased access to secondary vocational programs through the area program concept; increased services for handicapped and disadvantaged persons; increased public awareness of vocational programming; and the development of cooperative program planning at the local level.

As early as 1973, the Council advocated that women should be considered disadvantaged and that they be given special consideration in vocational programming. Later, in 1978, the Council agresively persuaded the Department to hire the first Sex Equity Coordinator under P.L. 94-482.

Placement services became a separate line item in the State Plan for Vocational Education in 1973-74. The revision of the format of the State Plan in 1976 to include measurable objectives was a very successful Council effort.

The development of performance objectives, competency based education, increased and improved professional development activities, and the development of vocational teacher education standards have been very active recommendations of the Council and continue to be important factors in the improvement of vocational education.

Finances have long been a major factor in the development and improvement of vocational education. The Council has two major successes in this area:

(1) the Council conducted a study of the "added cost" of vocational education which led to the development of legislation and policy for funding secondary vocational programs. The Legislative appropriation grew from $3 million to almost $30 million between 1971 and 1980 as a result of this study.

(2) with increased funding, both federal and state, the Council demanded increased accountability from the Department of Education. As the result, a standardized expenditure-revenue report is now required from every approved vocational program.

Finally, evaluation of vocational programs was a concern of the Council from its inception. Progress in this area has been slower than others, but as of 1981-82, local evaluation systems for secondary and postsecondary programs were in place. When asked why the Department of Education finally implemented the local evaluations, a staff person replied, "Because the Council 'beat' on us enough to make us do it."

Selected Studies and Reports From the Missouri Advisory Council on Vocational Education

STUDIES, REPORTS, PROJECTS (1969-82)

A Model For Evaluating Vocational Education (For State Agencies).

Task Force 1990—A study of the needs of vocational education in Missouri through 1990.

Program Evaluation Project (For State and Local Vocational Education Programs).

Local Planning Handbook.

Testimony before Federal Trade Commission on proprietary schools in Missouri.

Testimony given to State senate and house committee deciding on regulation of proprietary vocational schools in Missouri.

Reviewed and promulgated studies of vocational education research, curriculum and exemplary programs for the past 10 years (including reviewing RFP's at the regional level under the 'old' law).

Worked with a Statewide project (the only prototype in the country) for 12 years to create a Statewide Job Placement/Development Program for secondary, postsecondary and adult completers. This avoids a conflict with the Job Services Division.

Completed a study on the "Structure, Function and Use of Local Vocational Advisory Committees."

Updated the study on Local Vocational Committees and attempted to determine the impact of the local committees.

Completed study and published "A Missouri Priority For Vocational Education—It's Needs and Successes."

Helped to keep vocational education administration within education in the State and not under labor.

Conducted public hearings and summarized local responses for 12 years in Missouri.

Helped to develop non-discriminatory admissions criteria to vocational programs in Missouri.

Prepared and distributed a new handbook for local education agencies and citizens serving on vocational advisory committees.

Completed monitoring procedures (on-site) for vocational programs in Missouri for 12 years and rendered written reports.

Completed an in-depth study of the allocation of federal funds for vocational education.

Helped to determine relevancy of on-going programs in the vocational youth organizations and made recommendations for change.

Worked with the State Employment and Training Council on studying the employment and training needs and the vocational education needs of the State.

Helped to change an outdated management information system dealing with vocational education (or partial labor supply) and labor market needs to a more modern and inclusive system to be used for estimation and evaluation.

Worked with the State on the Section 107 State Plan Committee to attempt to get the plan approved and signed off by the Council in the prescribed time frame.

Developed special reports for the Congressional Delegation to better understand the problems and successes of vocational education in Missouri.

Helped the U.S. Department of Education evaluate selected programs of vocational/career education in Missouri.

Helped to secure special funding to the State for improved career decision making from NOICC.

Worked with the State Employment and Training Council to determine funding priorities for the Governor's programs.

Helped to create manual for vocational education and industry to work together for increasing productivity.

Reviewed and made recommendations for improvement of programs for dropouts from vocational and non-vocational programs at the secondary level in Missouri schools.

Studied and made special recommendations for the urban areas for vocational education in Missouri.

Completed an extensive survey on not only the enrollments of minorities and women in vocational education, but also the attitudes of families about the courses.

Surveyed and reported on principles and policies agreed upon by State and local vocational administrators in Missouri.

SUMMARY REPORT OF THE EFFECTIVENESS OF THE MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION (1968 TO PRESENT)

The Montana Advisory Council for Vocational Education over the past twelve years has gone beyond meeting the federal mandates in effecting the quality of vocational education for Montana's students.

The Council has contributed to the overall improvement of vocational education by

LISTENING AND PROMOTING VOCATIONAL EDUCATION

Conducting one to six public hearings per year to solicit an expression of local ideas and concerns relating to vocational education.

Acting as liasion between specific groups (Governor's Office, organized labor, business and industry, special interest groups, other governmental agencies, local vocational educators, and the Office of Public Instruction), agencies, and vocational education.

Conducting numerous studies or special projects on public information and awareness of vocational education (TV, radio, media).

Meeting with NACVE/SACVE, and congressional delegations regarding Montana's vocational concerns; gathering and disseminating information on Montana vocational education.

Providing legislative assistance to the Montana Legislative Assembly by supplying data on vocational enrollments, programs and finance; testifying on behalf of legislation important to vocational education.

STUDYING VOCATIONAL ISSUES

A Survey of Present and Potential Postsecondary Programs in Montana.

A Review of Selected Postsecondary Vocational Health Occupations Programs in Montana.

A Survey of the Effectiveness of Local Vocational Advisory Committees in Montana (school administrators, local advisory committee members, and school administrators).

A Study of the Funding Support System for Vocational Education in Montana.

A Study of Employer/Student Attitudes Toward Vocational Education.

Survey of 549 Vocational Teachers.

Vocational Certification Study.

A Comprehensive Study of the State Evaluation System for Vocational Education in Montana.

Numerous data gathering and informational studies have been conducted during the past 12 years.

ADVISING AND RECOMMENDING (BASED ON RESEARCH AND GATHERING OF INPUT)

Inservice training for Vocational Teachers.
Vocational Certification Standards.
Guidelines for Disadvantaged and Handicapped.

Local Plans for Vocational Education (including advisory committee).
Review Vocational Education Policies.
Management Information System (Data Gathering System for State).
Cooperative efforts among Agencies concerning with Training.
Public Relations.
Financial Support.
Manpower Data; Regional Employment Data—its use in voc. planning.
Accreditation of Private Vocational Schools.
Job Placement.
Course standards and Titles.
Articulation of Vocational Education.
Adult Vocational Education
Competency Testing (before and after entering Voc-Techs).
Accountability.
Career counseling and career awareness.
Review of Postsecondary State Policies.
Assess employment needs.
Local Advisory Committee.
Performance Based Instruction
Teacher preparation necessary for vocational education.
Role and Scope of Vocational Education.
Review of Funding and Governance Structure in State.
Review Vocational Philosophy, Rules, Regulations.
Nontraditional Vocational Education (overcoming sex role typing).
Follow-up Systems of Students and Employers.
Student Organizations.
CETA liaison.
State Plan.
New and Emerging Occupational Emphasis.
Evaluation—Review of System.
Funding levels for state administration and state support of local program.

EVALUATING

Encouraging improvement of vocational education through evaluation of effectiveness and accomplishments of vocational programs at the state and local level in terms of goals and objectives contained in the State Plan.

Participating in secondary and postsecondary evaluation of programs as team members of monitors of the system.

REPORTING

Annual evaluation reports of the effectiveness of the State's vocational education programs, services, and activities is prepared and distributed to local state, and national offices.

Special reports, projects, position statements, and projects are prepared and disseminated.

ASSISTING

Local advisory committee development.

Activities and Accomplishment of the Nebraska Advisory Council for Vocational Education

One of the Nebraska Advisory Council's main priorities has been to generate more community involvement by stimulating increased activity from local advisory councils. Prior to 1977, local advisory councils existed on a voluntary basis. After the passage of LB 94-482 local councils became a requirement. The State Council went considerably beyond the position of "providing technical assistance when requested," in generating local council activity. At the present time the level of local advisory council activity is at an all time high in the history of the state. As a result there is more community involvement in support of vocational programs than at any other time previous. To promote local advisory council activity, the State Council developed a handbook for local council members and two slide films. Many workshops and drive-in conferences were scheduled to help orient local advisory councils with their duties and responsibilities. At the present time there are over 3,000 volunteer persons in Nebraska who are serving on local vocational education advisory councils. The Council has taken the lead on this activity with coordinated input from the State Division of Vocational Education and the postsecondary technical community college areas of the state.

Advising the State Board on policy matters arising out of the administration of programs has received major emphasis by the Nebraska Council. A major policy change was to provide relief to local educational agencies on the financing of local programs. The State Board, upon the urging by the State Council, has adopted a policy that there should be more state involvement in the support of vocational programs. Legislative Bill 318 was designed to implement this policy. Considerable support was generated but the bill failed during the last session of the legislature. More assistance is being solicited from the Nebraska Vocational Association, the State School Boards, and the school administrators before the next legislative session. Policy recommendations to the State Board have also been offered on the responsibilities, purposes, and roles of vocational education in the state and the posture for maintaining a meaningful linkage with CETA in the administration of both programs. All policy recommendations have been accepted by the State Board for Vocational Education and have been or are in the process of being incorporated into the State Board's policy manual.

The Nebraska Advisory Council for Vocational Education has identified itself as a change agent to bring about change wherever delimiting factors emerge which restrict the availability of vocational education to people within the state. The availability of well-trained vocational teachers has been identified as a delimiting factor and appeared as a major obstacle to expanding vocational education in the long-range future. The State Council developed a master plan for recruiting more poeple into the teaching ranks where a teacher shortage appeared to be a limiting factor. Every agency that could exert an impact on recruiting of teachers was invited to attend a series of workshops. The State Division was highly pleased that the State Council became involved in the recruiting of teachers because there were many activities the State Council, could do more effectively than the Division of Vocational Education.

Goal 1 of the Nebraska State Plan for Vocational Education is to make vocational education available to more people who could benefit from the opportunity. In 1970, there were 60,583 persons enrolled in vocational education courses in the state. In 1980, the total enrollement was 102,380. Many forces working together have contributed to this accomplishment. Vocational Education has received good support from the State Board for Vocational Education and the State Division for Vocational Education has provided effective leadership and valuable consultative assistance which has reached 42,000 more persons during that time.

Another activity which the State Council accomplished more effectively than other agencies was to conduct a follow-up of the comprehensive program review visits as a third party evaluator. The Council has completed and summarized a follow-up of all program reviews that were completed during the school year of 1978–79. Data were summarized into ten tables which indicate the frequency recommendations were offered and the extent recommendations were implemented.

Other areas where the State Advisory Councial for Vocational Education has made significant contributions to extending the effectiveness of vocational education in Nebraska:

1. Expanding vocational education in correctional institutions.
2. The interface between Vocational Education and Economic Development has been considerably strengthened.
3. As a result of a joint resolution with the State Employment and Training Council, an activity is underway to develop a state-wide policy for employment and training. All segments from the educational sector are in place. Only those components from CETA and Labor need to be added.
4. Supply/demand data on employment and training for both the public and private sectors have been compiled using the Office of Education Code Areas so that planners can tell how well the needs have been met.
5. The Council has given considerable emphasis to increasing the nontraditional enrollment in the vocational program areas. This has been a goal in the State Plan which has been closely monitored. The percentage of females on the local and State Advisory Councils has also been considerably increased through stimulation from the State Council.
6. The overall planning effort for vocational education in Nebraska has been strengthened through State Council encouragement and supportive effort. State Plan preparation in Nebraska is now a year-around activity with input before the fact rather than after. State Plan goals are now visible objectives to all teachers

rather than part of a required document. Input and involvement in preparation of the Local Plan for Vocational Education is now a more meaningful activity.

7. Scope and participation in vocational student organizations has been strongly emphasized and encouraged by the State Council. Accomplishment data have been closely monitored and published in annual reports along with status data on the number of meetings, when meetings are held, and the number of days out of school while participating in vocational student activities. Teachers and administrators now have parameters by which administrative decisions can be made in managing vocational student activities.

8. The State Council scheduled a public meeting with Congressman Bereuter on the supply/demand for machine tool operators in Nebraska. Employers and educational institutions were in attendence and solutions were offered which would help allocate the shortage of machine tool workers in Nebraska.

NEVADA SACVE—ITS IMPACT ON VOCATIONAL EDUCATION

The Nevada SACVE, over its twelve years of existence, has attempted to remain cognizant at all times of its role and responsibility. The Council recognizes its role as being advisory and as such honors both the State Board for Vocational Education's legal and moral obligation to administer—make the final decision—on vocational education. Through the advisory process established in Nevada and under P.L. 94-482, the Council serves as a positive leadership force in vocational education.

Since the Council does not administer programs, it is difficult to specify those activities which have resulted in the improvement of vocational education as any decisive clear cut examples are co-mingled with the administrative process. For this reason the activities most impacting upon vocational education can be devided into two groups, those which resulted from direct advice and involvement of the Council and those which are solely attributable to Council decision and direction.

ACTIVITIES STRONGLY IMPACTED BY THE NEVADA COUNCIL

1. In 1976, Council members and a broad base of individuals worked in unison to develop Nevada's first policy document for vocational education. In 1979, after Council recommendation, the Board in its policy recodification reviewed, updated and made the "Principles and Policies for Vocational Education", a part of Nevada state policy for education.

2. In 1979, the Council worked extensively on the development of a formal process and materials for program evaluation. After recommendation from the Council, the evaluations statewide were initiated and each year the Council makes recommendations for evaluation improvement.

3. The Council has from its inception conducted independent research on a broad base of vocational education issues ranging from State Funding Needs of Vocational Education to Barriers to Teenage Employment. Recommendations resulting from research have resulted in administrative efforts to improve services in the following areas (not all inclusive):

a. teachers inservice on teaching the basics in vocational education;

b. shifting emphasis for use of Public Law 94-482 subpart 3 funds to teacher inservice and curriculum development from reseach and exemplary activities;

c. provide inservice for all school personnel in the area of philosophy of vocational education and the State Board's Principles and Policies of Vocational Education.

4. As a result of joint cooperation and encouragement, the Five-Year Plan for Vocational Education now contains recommended standards for vocational education.

5. The Nevada Council has worked for nearly two years on the Nevada Legislature's Commission on Teacher Certification and Standards. In 1982, proposed standards have been submitted and endorsed by the Nevada Council.

ACTIVITIES INITIATED AND COMPLETED SOLELY BY THE COUNCIL

The Nevada Council has over its life attempted to serve as an advocate to everyone for vocational education. The following results have favorably impacted upon vocational education:

1. Developed and distributed television and radio spot announcements to improve the image of, and provide information about vocational education.
2. Conducted statewide outstanding vocational student recognition.
3. Developed and publish "The Note Pad", an information newsletter about vocational education for educators and the general public.

4. Wrote, worked for and achieved the passage of State Legislation for the State's first financial contribution to replace and repair worn out and broken down equipment in vocational programs across the state.

No discussion on the impact of the Nevada SACVE would be complete without touching on the reoccurring change which results from the Council's existence. In Nevada, change continues to occur resulting in better program planning, delivery, evaluation and accountability through the review process. While major shifts or significant change occurs through written recommendation, refinement and improvement of service is on going as a result of the dialogue which goes on between the Council, State Board and the Board's staff.

Finally, the diversity and influence of the SACVE's members give credence and strength for dynamic change in vocational education. Realistically, it can be said that vocational education is not controlled by any single group or individual. State Boards, Govenors, State Legislatures and Local Boards of Education all play critical roles in the continued offering and improvement of vocational education. Council members who are vocationally informed and with strong roots in the economy of the state become allies to program operators and administrators. The anticipation of administrators to the SACVE's reactions in and of itself, creates change which goes undocumented in reports. Being informed representatives of both the noneducation and education communities, members of Council assist in developing the atmosphere for change in vocational education with those individuals not directly administering programs but by virtue of budget and law making control change for improvement. Frequently, change which may not be widely popular, but that is for the good of the students who want, need and will benefit from vocational education, can be made because the State Director and State Board for Vocational Education has interacted with the Council and knows the Council will support the effort.

SUMMARY OF NEW JERSEY ADVISORY COUNCIL ON VOCATIONAL EDUCATION ACCOMPLISHMENTS SINCE 1969

In reviewing the multi-faceted directions and accomplishments of the New Jersey Advisory Council on Vocational Education during the past twelve years, it is interesting to note that Federal Public Law 90-576 and the subsequent legislation, Public Law 94-482, has virtually projected SACVE into a role which has affected, not only vocational education, but also the policies and direction of the Governor's Office, the Department of Labor and Industry and other agencies and networks involved in the task of providing training for jobs.

The New Jersey Council has produced more than one hundred recommendations dealing with policy and administration of vocational education, manpower training and occupational training. In the implementation of the various recommendations of Council over the years, the following represents a notable series of accomplishments that can be directly attributable to the work, activities and studies of the New Jersey Advisory Council:

1. Expanded greater representation and involvement of the general public and other agencies in the process for developing the State Board of Education vocational education State Plan.
2. Served as a catalyst and active participant in the development of a State evaluation mechanism.
3. Organized conferences of State Education Agencies and Manpower Training Agencies for the purpose of stimulating the delivery of program services in a coordinated manner.
4. Council's work and studies concerning coordination of program delivery became instrumental in the Governor's effort to establish an Office of Policy and Planning at the State level.
5. Stimulated the development of a funding mechanism to provide for more equitable distribution of Federal and State vocational funds for program development.
6. Brought into sharper focus the contributions of business, labor and industry as a possible resource and advisor in the development of vocational, occupational and manpower training programs.
7. Held conferences and produced models and materials to stimulate the growth of and the effective implementation of local district craft and general advisory committees.
8. Served as resource to State and National legislative and governmental agencies and the general public in matters relating to vocational education.
9. Produced a report on governance, which resulted in the development of a model for coordination of vocational and manpower services.

10. Was instrumental in the development of State legislation which provided for the inclusion of the Proprietary school system as a partner with public education in vocational training.

11. Effectively served as a catalyst in providing for the vocational and skill training of students within the non-profit and non-public school system.

12. Produced for State use, a special analytical study on the cost and funding of vocational education in New Jersey.

13. Conducted twelve Annual Public Meetings to facilitate public interest and input in the development of vocational education.

NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION CONTRIBUTIONS, 1969 TO 1982

Over the past 12 years New York's Council has made 133 recommendations to the Board of Regents, the State Education Department (SED) and other State authorities such as the legislature and the Governor. Of these, over half were largely accomplished, a third have been partly implemented, and fifteen percent were not acted upon yet.

A few of the Council's recommendations which were enacted by the Regents and have contributed to the advancement of vocational, adult, and career education are:

Develop a position paper on vocational education. The SED did so in 1971 and used it as the basis for statewide vocational education policy-making.

Produce and widely distribute a mini-plan for vocational education. the advent of the mini-plan had two positive effects: it gave local educational agencies key State Plan data in time for preparing Vocational Education Act (VEA) proposals; and it broadened the audience which received State Plan information.

Support a statewide conference for members of local advisory councils. These periodic conferences, co-sponsored by the SED and our Council, orient new local council members to their duties and keep experienced members abreast of current issues in vocational education—eight have been held to date.

Form separate state level advisory councils on Career Education and Adult Learning Services. Both these councils have NYSACVE representatives on them and have contributed greatly to their respective fields.

Improve the data collection system. The Occupational Education Reporting System (OERS), which is an individual student-record system, will be fully implemented by 1986 and should result in data which are much more useful to local and State decision-makers.

Develop more appropriate services for the handicapped and coordinate services with the Office for Vocational Rehabilitation (OVR). The SED held regional conferences on the needs of the handicapped. Improved coordination among the Offices of Occupational and Continuing Education (OOCE), OVR, and the Office of Children with Handicapping Conditions has resulted.

In addition to its success in advising the Regents, the Council played a major role in the development of the statewide local evaluation system. Many of its recommendations including the use of onsite visits; the importance of local control; and the need for assessors to visit classrooms and see equipment, students, and teachers, were crucial in making the system workable and useful to local educational agencies. Council members have served as external assessors on the evaluation teams and will continue to do so.

As an important adjunct to carrying out its legal responsibilities for advice and evaluation, the Council has adopted a third mission—to act as an advocate for vocational, career and adult education. This mission of advocacy is very important, for it has become apparent to our Council that vocational education has a story to tell. It is our job not only to point out those "wrongs" which require redress, but also to highlight the successes, to emphasize and publicize all that is "right" in vocational education in New York State. We have a system of which we can be proud, but we must work even harder to make it more accessible and accountable.

In carrying out its "advocacy" role, the Council issued five reports on equity for men, women and minorities in vocational education. One paper, "The Occupational Status of Women in New York State," was distributed by the SED's sex equity coordinator at a conference in Portugal. Our paper on vocational student organizations led to the SED's issuing its first statewide policy statement on this topic.

The Council's activities geared toward publicizing vocational education's benefits have included distributing a newsletter which describes the activities of local councils and vocational programs; giving awards to businesses, labor organizations, and local councils for their contributions to vocational education; and issuing the "New

Yorker's Miniguide to Vocational Education"; which gives key facts and figures about vocational education in New York, past and present.

The Council has also been most active in corresponding with the State legislature and Congress regarding the necessity for adequate funding for vocational education. We hope that our legislative efforts will be succesful and allow us to continue a long tradition of service to the people of New York.

An important side effect of the Council's activities has been the development of a strong group of former Council members who are advocates of vocational, career and adult education. These people, from their tremendously diverse backgrounds and successful careers, have added a considerable positive image to vocational education.

Finally, it would be fair to state that education in New York State has been guided by many articulate, concerned and gifted Board members, administrators, and teachers. The Council's role has been to sharpen their focus to alert these people to more efficient and effective management of resources and to increase the rate of change.

North Carolina Advisory Council Impact/Fact Sheet

The North Carolina Advisory Council called for an Overall Policy on Vocational Education. In response, the General Assembly of the State declared that vocational education is to be an "integral part of the educational process." Moreover, the State's legislative body declared its intent "to appropriate funds for each fiscal year to support the purposes of vocational education."

The North Carolina Advisory Council pointed out that the higher education institutions were not responsive to the needs of vocational teacher education. In responding, the Higher Education Board declared that vocational teacher education was to be a top priority for the five-year period, 1977-83.

The North Carolina Advisory Council pointed out the "guidance system" in the State was best described as a "non-system" and called for an overall plan on guidance. The State Board of Education has not developed a Comprehensive Guidance Plan for the public schools.

The North Carolina Advisory Council pointed out that the State Board ought to determine the equipment needs for the public schools. A survey will be undertaken in 1982-83 in response to this recommendation.

The North Carolina Advisory Council was the first entity to point out the need for a different funding formula for vocational-technical education in the community college institutions. While this concept has not been resolved, it is being discussed and promoted by other organizations.

The North Carolina Advisory Council pointed out a need for an interagency agreement between the State Board and the State Employment and Training Council. Such an agreement was signed in 1978, creating expanding contract between education and CETA.

The North Carolina Advisory Council has pointed out through its studies the need for local citizens to be involved on local advisory councils. Based on these studies, workshops have been held and others are being planned. More than 2,000 local citizens are now involved in local decision-making relative to education.

The North Carolina Advisory Council has involved more than 15,000 local citizens through its yearly hearing. Each year the concerns of the citizens have been provided to the State's educational leadership and used in the planning process as well as Council's recommendations.

The North Carolina Advisory Council was, at that time (1980), the only council in the nation that had a joint project with the State Employment and Training Council (SETC) to identify the extent to which evaluation activities were being conducted by State agencies. All of the proposed rewrites on CETA contain provisions for evaluating programs.

The North Carolina Advisory Council commissioned a thorough Statewide Assessment/Evaluation of Occupational Programs for Disadvantaged and Handicapped Students. Recommendations in the areas of programming, coordination, and policy were offered to the State Boards and State and national legislators.

The North Carolina Advisory Council has adopted a paper entitled "The North Carolina Occupational Information Coordinating Committee: A Study of Its Progress." In partial response, the Governor has issued Executive Order #77 to establish an Oversight Committee to pull together not only the data from SOICC but all other State agencies into a consistent, integrated whole for State planning purposes.

The North Carolina Advisory Council, in 1977, called for a Master Plan for the State's Education Boards. One Board has its plan in place, another is working on its plan, and another has not yet developed its component part.

The North Carolina Advisory Council asked the State Board to develop new approaches to reduce public school dropouts. While the State Board has studied the issue, little has happened. However, the Governor will hold a major Conference on the Dropout in May 1982.

The North Carolina Advisory Council recommended that a consistent policy on adult education be developed. While this issue has been addressed in a limited way, it seems clear that this will grow into a major problem area in the years to come, with possible State legislative action.

The North Carolina Advisory Council has developed and distributed (updated and in its fourth printing) "The North Carolina Story." It summarizes the history and development of vocational education in the State. The document is used by several college professors in their classes. More than 25,000 copies have been distributed since 1978.

The North Carolina Advisory Council attempts to serve as a "bridge" between and among the various educational Boards and major organizations in the State. Since the State has four major, independent Boards involved in education and training, a need exists to facilitate coordination among these principals.

The North Carolina Advisory Council has had more than 100 people to serve as members. They are now more knowledgeable about the operations of the educational enterprise of the State.

Responsibilities and Requirements	North Dakota State Advisory Council Response/Action
I. Provide technical assistance to eligible recipients and local advisory councils as may be requested by the recipients to establish and operate local advisory councils.	(1) SACVE has prepared materials that can be used by LACVE's. They are available free by contacting the SACVE Office. (2) Projects completed and materials available upon request: a. LACVE Action Kit - portfolio to be used by LACVE members for their committee work. b. Two slide tape presentations. They explain the duties and responsibilities of LACVE members. c. LACVE handbook - 2 printings. A handbook explaining the duties and responsibilities of LACVE members d. Brochures: 2 explaining Advisory Committees and 6 developed for parents, school board members, students, general public, business/industry/labor and teachers/counselors. e. Vocational Program Assessment Orientation Package. It includes instructors briefing, advisory committee step by step procedures, and assessment process. For instructors with advisory committee members. f. A survey on the involvement and effectiveness of vocational education committee members. A contractual study which included a detailed report and brochure. g. Program Assessment Profile Form. For advisory committee members and vocational education instructors to be used in making periodic review of program elements.

Responsibilities and Requirements	North Dakota State Advisory Council Response/Action
IV. Meeting and rules	
A. The SACVE shall meet within 30 calendar days after certification.....and shall select ......chairperson. The time, place, manner of meetings, as well as the councils operating procedures and staffing, shall be as provided by the rules of the SACVE. The rules shall provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the state.	(1) SACVE Bylaws/Constitution were revised June 15, 1981. All members have copies. (2) Meetings, operating procedures and staffing are outlined in bylaws. (3) Bylaws require public hearing. FY 79 FY 80 FY 81 4-25-79 4-24-80 4-21-81 Input received at SACVE hearings is submitted to SBVE.
V. Staff and services	
The SACVE is authorized:	
A. To obtain the services of professional, technical, and clerical personnel as may be necessary to enable it to carry out its functions described....Such personnel shall not include staff members of SBVE and shall be subject only to the supervision and direction of SACVE with respect to all services performed by them.	(1) SACVE employs: Executive Director: Winston H. Dolve November 15, 1971 to present Administrative Assistant: Lorraine Reini September 11, 1972 to present The staff is employed on a part-time basis (usually 3/4 time or amount of time required to carry out duties and responsibilities.)
B. To contract for such services as may be necessary to carry out its evaluation functions, independent of programmatic and administrative control by other State boards, agencies or individuals.	(1) SACVE contracted for services during FY 79-81 as follows:

CONTRACTUAL SERVICES FY 79-81

PROJECT	CONTRACTOR	CONSULTANT FEE	TRAVEL	PRODUCTION COST
9th Annual Committees 1 and 2	Lyle Sorum	300.00	210.00	
Speaker for NDSBA	Don McDowell	300.00	169.72	
Evaluation Instrument Vocational Programs	UND - Dr. Navara	3,500.00	493.82	3,505.62
Instrument for Effectiveness of VE Programs	Lyle Sorum	2,100.00	298.00	600.00
LACVE Effectiveness Survey	Lyle Sorum	3,000.00	922.32	1,559.39
Design 6 Brochures	Lyle Sorum	600.00		
10th Annual Committees 1 & 2	Lyle Sorum	300.00	362.15	
Speaker for ND Guidance	Jean Thompson		428.18	
LACVE Slide Presentation	Lyle Sorum	850.00	187.50	3,054.16
Assessments -3 VE programs	Lyle Sorum	200.00		451.72
Final Detailed LACVE Survey report	Lyle Sorum	700.00		100.57
Planning Session - Executive Committee	Lyle Sorum	128.00	172.00	
Represent SACVE at Western States Conf.	Reuben Guenthner		300.00	
Special Needs Workshop	UND - Dr. Navara	615.73	795.38	4,220.35
10th Annual Committee 2 & review proposals	Lyle Sorum	175.00	234.40	
Speaker NDSBA	Jim Davidson	500.00	401.83	
Show LACVE film at All Service Conf.	Steve Krohn	100.00	144.42	
11th Annual Committees 1 & 6	Lyle Sorum	250.00	480.52	
Speaker NDSBA	Don Erickson	300.00		
11th Annual Committee 5	Candace Fuglesten	125.00	106.75	
11th Annual Review	Lyle Sorum	125.00	129.75	
Assessment - 3 VE programs	Lyle Sorum	1,500.00	171.00	1,131.31
Design 2 brochures	Lyle Sorum	200.00		853.03
PROBE - North Dakota VE review	Mid-Continent Surveys/Frazee	3,000.00		1,050.00
Followup of VE Students	UND - Navara	3,000.00	332.00	4,429.35
Followup of Home Ec.	UND - Crawford	2,048.00	1,664.00	3,254.00
TOTALS		23,916.73	8,003.74	24,209.50

Responsibilities and Requirements	North Dakota State Advisory Council Response/Action
C. Members of the SACVE and its staff, while serving on the business of the council, may receive subsistence, travel allowances, and compensation in accordance with State law, regulations, and practices applicable to persons performing comparable duties and services.	(1) SACVE follows state law for travel reimbursement as follows: Meals $17.00 per day in-state 23.00 per day out-of-state Lodging 25.00 per day in-state Actual out-of-state Mileage 25 cents mile in-state 18 cents mile out-of-state (2) Honorarium if not a state or federal employee: $30.00 per day - prorated - based on usual amount of time required to travel to and from meeting and time at meeting.
VI. Fiscal Control	
A. The SACVE shall designate an appropriate State agency or other public agency, eligible to receive funds under the Act, to act as its fiscal agent for purposes of disbursement and accounting and for having its accounts audited at least every two years. The fiscal agent shall send a copy of the audit report to the Secretary of Education.	(1) The State Board for Vocational Education has been the fiscal agent since the council was established. The SACVE audit is included in the SBVE audit.
B. The expenditure of the council funds is determined solely by the SACVE for carrying out its functions except as provided in 104.95 (b). Council funds may not be diverted or reprogrammed for any other purpose by any State board, agency or individual.	(1) SACVE budget is in compliance with legislation. Expenditures are solely determined by the council, but SACVE has been supportive of special projects with the SBVE.
C. All expenditures of council funds shall be in accordance with the budget approved by the Secretary of Education under the authority of 104.93 (h).	(1) The Budget has always been approved by the Department of Education - in compliance.
D. The State advisory council shall submit to the Secretary of Education a financial status report within 90 days after the end of the fiscal year.	(1) The SACVE has submitted the financial status reports and they have not been questioned by the Department of Education- in compliance.

Responsibilities and Requirements	North Dakota State Advisory Council Response/Action
VIII. Annual evaluation report The SACVE shall prepare and submit to the Secretary of Education and NACVE, through the SBVE, within 90 days after the end of the fiscal year an annual evaluation report under the authority of 104.93(e). This report shall include: a. The results of the evaluations by SACVE of the effectiveness of programs, services, and activities carried out in the year under review in meeting the program goals set for in the 5-year state plan and annual program plan. b. A review of the program evaluation results developed by the State under the authority of 104.401. c. A review of the analysis of the distribution of Federal funds within the State submitted by the State according to the annual program plan and the accountability report. d. Recommended changes in programs, services, and activities as may be considered necessary by the SACVE based on the results of its evaluations. e. Comments on the reports of the State Manpower Services Council (ETC) and f. Identification of the voc. ed and employment and training needs of the State and the assessment of the extent to which voc. ed., employment training, voc. rehab., spec. ed. and other programs assisted under this and related Act represent a consistent, integrated and coordinated approach to meeting such needs.	(1) FY 79: 9th Annual Report; FY 80: 10th Annual Report; FY 81: 11th Annual Report The SACVE has fulfilled the requirements - See copies of the above reports. Each SACVE committee is given and assigned specific responsibilities for their portion of the report. (2) The SACVE Annual Report format has been used as a model by several states. It was reviewed with all SACVE's attending the Western States Conference in 1978.

OHIO ADVISORY COUNCIL FOR VOCATIONAL EDUCATION BRIEF REPORT OF COUNCIL SERVICES TO VOCATIONAL EDUCATION IN OHIO

INTRODUCTION

The salient impact that State Advisory Councils make on vocational education has its origin in the autonomous provisions that the Federal Government established. If the Council were appointed by the Vocational Division of Departments of Education, the selection of personnel is such that they tend to be mutual admiration groups. In addition, such committees as these rarely have representative citizens who perceive broadly the potential services that vocational education brings to our people, the economy, and the strength of the country.

ANALYSIS

An analysis of the Ohio Council's leadership in the improvement of vocational education since its formation in 1969 points to five major areas. They are:

I. The recommendations that are presented in the Annual Evaluation Report.

II. The assistance and leadership which is made available to local citizen advisory councils.

III. The independent research that is conducted each year and presented to the public in the form of recommendations.

IV. Providing a Public Meeting as a forum for both lay citizens and professionals to present recommendations.

V. Preparing and distributing informative and unbiased publications relating to career and vocational/technical education.

Area I

During the 13 years since the Council's inception, it annually has made an average of seven carefully selected recommendations for corrective action or improvements in vocational/technical education. The following year the Annual Evaluation Report reflects the action which has been taken in response to each of the recommendations. It is an excellent record which has been a significant force in making comprehensive vocational education available to more than 98 percent of the 11th and 12th grade students in the schools of Ohio with an expenditure for facilities and equipment of over $500 million. These Annual Evaluation Reports are available for inspection at any time.

Area II

The technical assistance function for local citizen advisory councils or committees has been accepted as a major obligation. Four actions characterize response to this responsibility:

One is regional meetings of the Council to conduct seminars for local advisory council members. Advisory Committees from a cluster of counties are invited to assemble for this learning opportunity and exchange of experiences.

Secondly, publications have been prepared for distribution in large volume to serve as guides and a stimulating source of information for the committees.

Thirdly, the Council members and the Executive Director serve as speakers for county and local seminars for advisory councils.

Fourthly, an audio/visual production has been prepared and is being distributed to the 102 planning districts and to the teacher education institutes. It serves as a colorful motivating and information device for initiating meetings.

Area III

After careful study of needs, three to five research publications are prepared annually for wide distribution. These serve as the basis for informed decisionmaking in vocational/technical education. (An annotated list is available.)

Area IV

The Annual Public Meeting is a forum which assures a comprehensive hearing from interested or concerned persons or organizations. Invitations go forward to all Superintendents and Directors of vocational education schools, the news media and active citizen groups. A stenographic record is maintained of the testimony to assure Council consideration of all proposals. They are summarized as a guide for Council actions in future years. Many of the proposals or criticisms are carefully developed in written form and presented verbally during lengthy sessions so that Council members may have the privilege of discussion with the proponent of the concept. It serves as a stimulating and evaluating source of citizen opinion which would be difficult to gather in any other way.

Area V

The Council prepares publications in large volume for distribution at the county and state fairs and other major events which assist in keeping the public informed of existing course offerings and current developments in vocational education. These publications reach a vast audience as they are published in quantities of 25,000 or more.

CONCLUSION

The care that the Federal Government has taken to assure the independence of the State Advisory Councils for Vocational Education assures continuous study of the status and future recommendations for the advancement of occupational opportunities that are current with the needs of the economy. The autonomous character of the committees which are funded through federal funding is the salient factor that makes them effective instrumentalities.

OREGON STATE ADVISORY COUNCIL FOR CAREER AND VOCATIONAL EDUCATION—SUMMARY OF CONTRIBUTIONS

The Vocational Education Amendments of 1968 and of 1976 mandated that State Advisory Councils of Vocational Education carry out certain activities of advising, evaluating and reporting relating to vocational education. The Oregon State Advisory Council for Career and Vocational Education (SACCVE) has reported these activities in the twelve annual reports. Following are the highlights of those activities.

INDEPENDENT BASIS FOR SACCVE OPERATION

In order that the Oregon SACCVE could provide an independent critical review of the state's vocational education programs, it was found necessary to change organizational and funding relationships within the state, so that now the SACCVE does operate as an independent council, and is perceived as a separate body from the agencies whose policies and operations it evaluates.

In Oregon, the Council combines its independence with a balanced posture of relationships to other agencies. Its evaluation, advice, and reporting is carried out in a recently developed climate of active cooperation with other agencies, a Council mission which places the Council in a facilitating role for interagency cooperative projects, and a strong advocacy role for vocational education in legislative, business or educational arenas.

POLICY REVIEW AND PLANNING

The SACCVE has been an effective mechanism for providing business, industry, labor, and agriculture input into state planning processes. The communications and procedural skills necessary on the part of both the Department staff and the independent SACCVE staff have developed over the years to be an effective teamwork effort. Each year the process is becoming a more significant activity, going beyond only compliance reporting and reaching toward true comprehensive state planning.

Policy review efforts are culminating this year in a special "Task Force for Reviewing Vocational Education Policies in light of Social and Economic Changes." The Task Force was appointed by the Superintendent of Public Instruction with the approval of the State Board of Education, and is chaired by one of the four SACCVE members serving on the seventeen member group.

INFLUENCE ON VOCATIONAL EDUCATION PROGRAMS

The governance structure of vocational education in Oregon has been a critical concern for the SACCVE. In 1981, the SACCVE, by its own initiative, and thru concerted legislative input, was able to bring a restructuring of the Oregon Department of Education that elevated the staff Director of Vocational Education to an Assistant Superintendent status, and providing direct access to the chief state school officer.

Oregon has traditionally emphasized local control of educational programs, providing state funding only to basic school support. Local district decision-makers often do not understand the need for or the value of career and vocational education. Reduced federal dollars have resulted in fewer local vocational administrators. This leaves a void in many districts of a person(s) to lead the advocacy of vocational education. The SACCVE sees this need as its most critical challenge today.

The Council also serves as an input mechanism for citizens about equity, equal access, and disadvantagement. Techniques used include evaluative studies, consultations with agencies, and committee work.

ECONOMIC DEVELOPMENT AND VOCATIONAL EDUCATION

The over-riding concern in Oregon today is economic development, and industrial revitalization. The Council has taken a lead in the public discussion of these issues, stressing these in its 12th Annual Report, and in its recommendations to the State Board of Education. There has not been any widespread recognition in Oregon that vocational education has a role to play in economic development. In conjunction with vocational education state staff, the Council is publicizing this potential contribution. Members of the Council have been keynoters or key presentors in two major state conferences. Our public meeting in 1982 focused on business and education partnerships in the metropolitan Portland area, with nearly 100 business and education leaders considering labor market needs in relation to secondary vocational programming.

EVALUATION

The Council, in the last twelve years, has placed a high priority for Council activities in the evaluation area. Council study reports that have addressed critical evaluations concerns, dealt with 1) guidance and counseling; 2) carrer education; 3) goals and priorities; 4) inservice education needs; 5) access to post-secondary and adult programs; 6) disadvantaged and handicapped needs; 7) assessment of vocational teacher and administrator programs and availability; and 8) evaluation processes.

On-going projects as a result of Coucil studies, deal with 1) vocational teacher availability, 2) effectiveness of disadvantaged projects, 3) effectiveness of evaluation systems, and 4) equity of opportunity and access.

COORDINATION WITH OREGON STATE EMPLOYMENT AND TRAINING COUNCIL (SETC)

The SACCVE and the SETC share information and reports, have representation on each other's councils, and have joint meetings of subcommittees as appropriate. The SACCVE and SETC jointly produced a promotional film for CETA Youth Programs in the schools. This film, "More Than Just a Job," is being considered for a national award, and being shown widely.

The SACCVE cooperates with Oregon Occupational Information Coordinating Committee (OOICC) by having staff serve on the Committee, and by promoting use of OOICC projects in the career education program of the state. The Oregon Progam Planning System (OPPS), and the Career Information System (CIS) are outstanding examples of interagency cooperation and support in Oregon.

PUBLIC MEETINGS ON VOCATIONAL EDUCATION

At least one, and usually more, public meetings have been held each year to receive citizen input concerning vocational education. These are held in sites rotated around the state to insure public access to this activity.

This year, the meeting focused on "high technology" and "Business and Education Partnerships" as they apply to secondary programs. Sixteen business leaders plus six educators gave presentations concerning problems focused on the metropolitan Portland area. These concerns have been compiled to serve as a documentation of need to support cooperative planning for change.

ACCOMPLISHMENTS OF THE PENNSYLVANIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Workshops and Conferences: The Advisory Council promoted, through workshops and conferences, improved working relationships between vocational education and employers, CETA prime sponsors, special education, and correctional institutions. Council also conducted conferences on sex equity in vocational education, the role of vocational education in economic development, and the organization and effective use of local advisory councils.

Promotion of Local Advisory Councils: PACVE, in addition to conducting workshops on local advisory councils (LAC's), promoted the implementation of LAC's in other ways. The Executive Director, Chairman, and Council members frequently visited and addressed local advisory council meetings and spoke to professional organizations on the value and use of LAC's. Council promoted the implementation of

LAC's in a recommendation to the State Board of Education. Council conducted a statewide survey to determine the status of local advisory councils in 1980. Council also published a handbook providing suggestions on the organization and operation of LAC's. In 1982, Council developed a 30-minute videotape depicting a local advisory council meeting.

Evaluation: Advisory Council monitored the evaluations of local vocational education programs conducted by the Pennsylvania Department of Education (PDE). Council recommended that PDE consider a self-evaluation model as an alternative to the present compliance review. In 1982, PDE established a task force to design an evaluation mechanism with a greater emphasis on local self-evaluation.

Public Information: Council is a major developer and distributor of information about vocational education in Pennsylvania through its Annual Report, Public Meetings Summary, newsletter (PACVE Update), sponsorship of public meetings, conferences and workshops, liaison with legislators and legislative staffs, speaking engagements, and participation in a variety of local, regional and state conferences and workshops. Publications are distributed to Council members, the State Board of Education, Pennsylvania Department of Education, interested citizens, vocational educators, state and federal legislators, and participants in meetings, workshops and conferences.

Public Meetings: Between 1977 and 1981, Council held 48 public meetings, thus providing an opportunity for individuals and organizations to express views on vocational education. Approximately 1,600 individuals attended these public meetings and about 1,040 presentations or comments were made by attendees. For the past two years these meetings have been jointly conducted by PACVE and the State Board of Education. The testimony and comments served as the basis for several Council recommendations to the State Board of Vocational Education.

PDE Special Committees: PACVE assisted the PDE in deliberations on the program evaluation design, long-range planning design, review of State Board regulations for the governance of vocational education, economic development manual, and design of professional development centers. Council also actively participated in the State Plan Advisory (107) Committee.

Recommendations: Council recommendations achieved one of two purposes: acceptance of a recommendation led to a desired change; in other instances the recommendation, although not implemented, raised the issue for public debate and consideration.

As a result of Council recommendations, the following actions occurred:

The Secretary of Education was added to the Governor's Economic Development Council, a Cabinet-level task force.

The Department of Education undertook a revision of its local vocational program evaluation process, with a goal of introducing increased elements of self-evaluation.

The State Plan and Accountability Report were modified to provide greater accountability and objectivity in the goals and measurement of goal achievement.

Additional funds for vocational education equipment were provided in long-term adult vocational education programs.

PDE increased efforts to promote articulation between secondary and postsecondary vocational education programs.

PDE established a task force to review the status of vocational services to adults and to make recommendations for improvement of that system.

A promise was made by PDE to review the process of preparation and certification of vocational education instructors and administrators.

Development of a model to assess the vocational education capabilities and needs of handicapped students was undertaken.

The PDE initiated and supports a strong sex and minority equity program.

Increased attention was given, through additional funding, to vocational education programs in energy production and conservation.

Increased efforts were made to develop a viable Occupational Information System for Pennsylvania.

The PDE accepted the concept that local vocational educators should participate in the development of IEP's (Individualized Educational Programs) for handicapped students when vocational education was under consideration as a part of the student's program.

Project Assist: In 1980, Council sponsored the establishment of Project Assist. Utilizing a grant from the PDE's Office of CETA Programs, Project Assist held conferences, made presentations at professional meetings, and published a series of monographs to foster greater cooperation between vocational education, CETA, and other employment and training programs. Project Assist also actively promoted the adoption of Adult Performance Level (APL) Programs as an alternative means for adults to earn a high school diploma.

RHODE ISLAND STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

The Rhode Island State Advisory Council on Vocational Education has made an outstanding contribution to the improvement of the vocational education system in Rhode Island during the last twelve years. Since the inception of the Council in 1969, Rhode Island has tripled its facilities for providing publicly funded vocational education at the secondary and postsecondary levels. Much of this expansion, the upgrading of instructional equipment, and development of uniform curriculums have followed the recommendations that the Council has made in its annual reports.

The greatest accomplishment of the Council was in convincing the State Commissioner of Education to reestablish and maintain a Bureau of Vocational-Technical Education. In 1971 the incumbent commissioner had dismantled the Division of Vocational Education. For the following four years the Council made strong recommendations that the Department of Education be reorganized and that a bureau or division be established under a State Director of Vocational Education. The recommendation was not acted upon until 1975 when a new State Commissioner was appointed and the Council was able to convince him of the need for a bureau devoted exclusively to vocational-technical education. The Council also took a leadership position in defeating reorganization plans presented in subsequent years which would have reduced the staff and responsibilities of the State Director of Vocational Education. Today we have a strong Bureau of Vocational and Adult Education under the direction of a Deputy Assistant Commissioner.

The Council has been active in promoting vocational education at the secondary, postsecondary and adult levels and has made recommendations for the successful passage of state bonds for buildings and equipment totaling nine million dollars. The Council was also the major advocate of a $500,000 supplemental appropriation of state funds, authorized by the legislature, for replacement of equipment in 1981, as well as the passage of a vocational incentive law" which provided a significant increase in state reimbursement to local education agencies for the higher costs of operating vocational programs.

At the present time, the Council is working closely with the Department of Education, State Budget Office and State Department of Administration to develop an emergency plan to repair the roofs of four of the area vocational facilities which have porous areas. This deficiency was pointed out in the last two annual evaluation reports of the Council and has resulted in its being given high priority on a bonding proposal recently submitted by the Governor and passed by the legislature.

The Council has earned a reputation as being the number one advocate for quality vocational programs and the number one defender of the rights of all citizens to receive vocational training at public expense. Without the hard work of the Council members and staff it is doubtful that Rhode Island citizens could take advantage of the many training facilities and programs currently available.

SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION—ACCOMPLISHMENTS, 12 YEARS

From June of 1969 when the S.C. Advisory Council was first created, until May of 1982, the management climate for vocational and technical education in this state has improved almost 180 degrees. From an operating style of unilateral decisions and limited cooperation, the agencies have progressed to a spirit of cooperation, openness in decision making, and sharing of responsibilities and resources for client delivery services. During this time the State Advisory Council has consistently exerted a positive influence for cooperation, for greater public participation in decision making, and for sharing of resources to provide more efficient and effective delivery services.

Vocational (secondary) and technical (post-secondary) education operated in virtual isolation up to the mid 70's. The Council continuously emphasized articulation and cooperation between and among programs. The Council hosted the first Articulation Conference to force discussion, and co-hosted three more annual state-wide conferences on articulation. Today, the State is possibly the leader in meshing secondary and post-secondary programs, with many obvious tax-savings and advantages. The Council still provides an Articulation Clearinghouse to facilitate this articulation.

Several efforts to over-utilize public funds or reduce accessibility to programs have been successfully opposed by the Council. At one time, the post-secondary system was over-building, simply because it was relatively easy to obtain State funds. A study of facility utilization by the Council was initiated, but never had to be published because of an almost immediate cessation of construction requests.

A constant effort to "upgrade" preparation for nursing has been maintained by other groups, which would have: (1) reduced accessibility to training programs, (2) increased the cost per student for training, and (3) increased health care costs. Since the early 70's, the Council has been a leader in successfully preventing rules changes which would have had the undesirable results cited above. The constant vigil by the Council continues and must be maintained.

Vocational/technical education program quality has increased, and effective use of advisory committees has improved, although both items still can be improved. The Council has consistently stressed quality, and stressed effective use of advisory committees. The S.C. Advisory Council developed, produced, and widely distributed a handbook on effective advisory committee operation.

Decision-making personnel often have only direct or limited knowledge of programs that their decision affect. For six years, the Council has conducted a series of site visits to vocational centers and technical colleges. This has provided first-hand information to the Council, and has brought about a better understanding of the accomplishments and problems of the programs which has been highly beneficial to: Council members, Vocational Teacher Educators, Tec Staff (particularly of vocational programs), Vocational Staff (of technical education programs).

There have been other activities, studies and areas of emphasis by the Council. Major accomplishments have been in the areas of cooperation by various agencies and offices at the State level; increased quality of the programs; increased efficiency in the use of Federal and State funds; and increased participation of the public and other agencies in program planning and program administration.

TENNESSEE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Listed below are just a few of the recommendations that the Tennessee State Advisory Council on Vocational Education has been successful in implementing over the past few years:

1. Recommended in 1970 and 1971 that the State make an effort to broaden the base of program offerings available to Tennessee students. In 1973, the Tennessee General Assembly passed the Comprehensive Vocational Act. Through this legislation 204.5 million dollars was appropriated to build 200 new Comprehensive vocational schools and provide 1,500 new vocational programs. At the present time 53 percent of the Tennessee students are in vocational programs.

2. Recommended in 1970 that additional vocational programs be designed for the disabled and handicapped. In 1973, the General Assembly passed the handicapped law designed to mainstream disadvantaged and handicapped student into vocational programs to teach them employable skills.

3. Recommended the establishment of a more comprehensive evaluation plan to evaluate programs on the basis of quality and process along with the product. This was started by the State Board of Education.

4. Recommended that career education be made a part of the school curriculum beginning in the earliest grades possible. This has been accomplished.

5. Recommended that the State Board for Vocational Education require the local systems to make more extensive use of local advisory councils. This has been accomplished.

6. Recommended to improve the professional level of vocational instructors by requiring certification of all vocational instructors both secondary and postsecondary. Tennessee now has some of the highest requirements for certification of any other state.

7. Recommended that the State Board for Vocational Education develop and require that each local school establish and maintain job placement and follow-up services for students graduating or leaving the public school system. It was recommended that all area vocational technical schools, technical institutes, and community colleges provide the same services. This has been accomplished.

8. Recommended that an attempt be made to remove all barriers in Tennessee which may prevent the full participation in vocational technical education by all interested citizens. This has been accomplished.

9. Recommended a research coordinating unit be formed. This has been accomplished.

10. Encouraged the State Board for Vocational Education to strongly encourage adult vocational education programs. As funding has been available, his has been done.

11. Recommended coordination and linkage among vocational education and all other education programs so that students may move freely from one level to another with minimal obstruction and loss of credit. This has been accomplished.

12. Recommended that the State Board of Education waive the health education requirement for students who are enrolled in health occupations. This was accomplished by the State Board of Education.

13. Recommended that the State Board for Vocational Education develop a statewide policy on vocational education. This has been accomplished.

14. Conducted open public hearings each year on vocational education to determine the vocational needs of the State.

THE TEXAS ADVISORY COUNCIL HAS MADE A DIFFERENCE

The Advisory Council for Technical-Vocational Education in Texas is the conduit by which the needs of citizens and employers are conveyed to the state's government and education policymakers.

Through public hearings, surveys, research studies, and contacts with citizens, agencies and groups, the Council identifies directions in which Texas should be moving in serving its citizens and economy.

The Council's direct links with the State Legislature and State Board of Education enables it to convey "needs" in a very timely manner. Over 230 recommendations have been generated by the Council since its establishment in 1969, many of which have called for legislative and/or policy changes.

The Advisory Council is highly cognizant of and applauds the role of government and education policymakers at all levels in enacting legislation and policies which assist citizens in becoming useful and productive.

The following is a summary of legislative and policy changes which have been enacted as a result of Council recommendations. The Texas Advisory Council has made a difference.

LEGISLATIVE CHANGES

Among vocational and adult education changes brought about by legislation was:

Licensing and regulation of private vocational schools to improve the quality of training provided (1971).

Statutory provision and funding for the transporting of vocational students between school campuses and districts for instruction (1973).

Placement of Industrial Arts programs under vocational education umbrella and redirecting their emphasis toward providing "career exploratory" experiences to students (1973) (Note: not all industrial arts programs have been moved under voc ed umbrella).

Statutory provision and dollars for providing and expanding adult education services to undereducated adults (1973); legislation amended to include "community education" (1975).

Establishment of an "Industrial Start-up Training Program" and funding to meet the needs of new and expanding industry (1975).

Improvement of apprenticeship training through statutory provision and funding, developing formula for distribution of funds, and establishing apprenticeship committees (1977).

Statutory provision setting forth a weighted formula for flow of vocational funds to school districts to minimize competition between vocational and academic education programs (1977).

Statutory provision addressing length and pay grades for vocational ancillary personnel (administrators, supervisors, counselors) to strengthen local leadership in vocational education (1977).

Provision of more funds to Texas Education Agency's vocational department for curriculum development, personnel training and staff travel to provide program leadership and technical assistant to local program planners and managers (1979).

State funds for purchase of equipment for vocational programs to improve the quality of instruction (1981).

Statutory provision and funds to pay vocational teachers for up to two years of their business and industry work experience that was required for certification to teach (1981).

Vocational education being recognized as an integral part of public school curriculum (1981). (Legislation was not in specific response to ACTVE recommendations but addressed many curriculum reform issues identified by the ACTVE between 1972–78).

POLICY DIRECTIVES/OTHER ACTION

Among changes, not requiring legislation, but brought about by State Board for Vocational Education policy directives or other actions are:

Began developing statewide comprehensive technical-vocational curriculum materials system to improve expansion and coordination of curriculum materials activities (1970).

Establishment of Career Education Advisory Committee and top priority assigned to the career thrust of all education (1971).

Began redirection of vocational homemaking programs, placing emphasis on "gainful" employment preparation; redirection of vocational agriculture programs, placing emphasis on "agri-business occupations" (1972).

Improving comprehensiveness of vocational program offerings in rural areas by implementing diversified cooperative education programs (addressing several instead of one program area) (1973). (Implemented in only a few school districts in Texas).

Texas Personnel Interchange program with industry established by Texas Education Agency to improve the professional competency and update of vocational instructional personnel (1973) (Discontinued in 1980).

Student contact hour formula for funding post-secondary occupational education changed to include administration; student services; general institutional expense; staff benefits; instructional; learning resources (1973).

Began improving availability of vocational offerings at the junior high school level (1972). (Major expansion of vocational programs at this leval have been "career exploratory").

Texas Education Agency works more closely with local schools to improve vocational-technical programs and services to handicapped and disadvantaged persons, ethnic minorities, women, and persons with limited English proficiency (1974).

Procedures improved for the allocation of funds for vocational research projects and for the use of project results (1977).

Improving delivery of vocational programs by making changes in recruitment and retention of teachers (i.e., extended contracts for many vocational teachers) (1980).

Vocational education curriculum materials reinforcing or directly promoting productivity, private enterprise, and entrepreneurship concepts (1981).

Development of audio/visual and printed materials for use with teachers and business/industry personnel to improve the effective utilization of local vocational advisory committees (1975 and 1981).

Many legislative and policy changes were brought about after several years of effort. For example, paying vocational teachers for the prior business/industry work, experience required for teacher certification was recommended several times starting in 1970, some 11 years before legislation was finally passed.

The Advisory Council has made 230 recommendations addressing a variety of topics.

Not all recommendations call for legislative or policy charges. The Council recommended in 1980, for example, that the Texas Education Agency work more closely with the Texas Department of Corrections and other elements of the criminal justice system in the development of a statewide unified education and training plan. The TEA is making efforts to strengthen ties with the criminal justice system.

Some Council recommendations relate to research. The Texas Education Agency undertook an exemplary project several years ago to test the concept of a "countywide system of vocational education" to improve a comprehensiveness of voc ed offerings to students in rural areas. In Jones County, several school districts formed a countywide system of providing voc ed to their students. The system has been successful.

VERMONT ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION

In 1777 Vermont declared itself a republic, established its own government, and coined its own currency. It remained an independent republic for fourteen years. In 1791 Vermont became a state, the first to join the original thirteen colonies in the Union. This spirit of independence flourishes today in the Green Mountain State;

one of its best examples is the Vermont Advisory Council for Vocational Technical Education.

The autonomy with which the United States Congress so wisely imbued the Councils has enabled them to function in the vanguard for change in vocational education. In Vermont, the Council points with pride to a record of being three to five years ahead of the times in forecasting needed change. The Council takes very seriously its mandate to secure and substantiate objective data about vocational education which reflect the views of businesses and industries which are ultimately served by those programs, services and activities.

One of the very earliest activities of the Vermont Council was to emphasize that vocational students need access to accurate information related to work opportunities. As a result of early Council influence, the position of vocational guidance consultant in the state education agency was upgraded and filled, and vocational guidance coordinators were hired to work with other guidance personnel at the sending schools, and with students themselves, in order that they would have adequate, appropriate information to make career decisions which could impact on them for the rest of their lives.

The Council in Vermont perceived a made-to-order situation to carry out its mandate to evaluate programs, services and activities while developing linkages to business and industry. Over the past three years, the evaluation effort of the Vermont Council has involved one hundred and thirty individuals employed in various capacities in the machine trades, agriculture production, health occupations, and mechanical repairs occupations. As part of the Council's evaluation effort, these people, serving with members of the Advisory Council, the League of Women Voters, counselors from the Vermont Job Service, the Agriculture Extension Service and about twenty other persons from a variety of backgrounds, have visited schools, talked with students and teachers, and exchanged information first-hand from their perspectives as representatives of business and industry. These evaluations, summarized in the Council's annual reports, reflect a business/industry viewpoint rather than a strictly Council viewpoint.

The Council maintains an on-going two-way communication process with the Vermont legislature, not only during the legislative session but throughout the year. As a result of the information available to it as a result of its evaluations, the Council has been in an enviable position to respond to requests from the Legislature to provide testimony about various aspects of vocational education. Legislative committees, as well as individual members of the House and Senate, receive accurate objective information about voc ed on an almost daily basis. One result in 1979 was strong bipartisan support for a bill requesting additional funding for new and replacement equipment for vocational programs. Funds were allocated in FY'80 for $270,000; for subsequent years $300,000 has been written into the appropriations bill annually. Also due to Council efforts, the State legislature appropriated funds for an expanded vocational facility in Vermont's most northeastern community, Canaan. And, based on Council testimony, the Joint Fiscal Committee of the Legislature convened unprecedented summer hearings specifically to secure information on occupational training opportunities and efforts to coordinate resources in Vermont.

Through membership on the "1202" Higher Education Planning Commission, the Advisory Council has been instrumental in an initial effort in Rutland County whereby post-secondary programs for adult learners, heretofore unavailable for that population, have been instituted through an alliance between the vocational center at Rutland and Community College of Vermont. Other regional ties in education and economic development are being discussed with renewed vigor; it appears that these initiatives will spread to other parts of the state.

While even this brief list of accomplishments may appear at first to be self-serving, rather the intent is to show incontrovertible evidence that Councils have heeded the charge from Congress to secure and provide unbiased information about vocational education. Relying heavily on input from persons speaking for business and industry, the Advisory Council for Vocational Education in Vermont has taken its mission seriously, as have other Councils in these United States. Truly speaking for the people, this Council believes strongly that, in Vermont, young people have better opportunities for meaningful vocations than ever before. Council members, past as well as present, are glad of that, and grateful to have been a small part of having made it possible.

Impact of the Virginia State Advisory Council on Vocational Education Programs, Services, and Activities in the Commonwealth

Vocational education has grown in both quantity and quality in Virginia over the past 12 years, and much of that growth can be attributed to the work of the Virginia State Advisory Council on Vocational Education. In the words of State Board member Kenneth White: "In my years on the Board I have come to learn that the information you provide us is accurate and the recommendations you make are sound. The progress that has been made in vocational education in recent years has, in my judgment, been largely due to your efforts and the efforts of your executive director and fine staff." (Remarks to the Council on April 1, 1981, in Charlottesville, Virginia.) Similar statements pertaining to the Council's worth have been made by other Board members, including three of the Board's Presidents.

Examples of major impacts are the following:

1. Standards of Quality for Public Education in Virginia.—(The Constitution of Virginia provides that standards of quality for the school divisions shall be determined and prescribed from time to time by the Board of Education subject to revision by the General Assembly.)

The Advisory Council was highly instrumental in (1) getting a standard on vocational education included in the Standards of Quality and (2) in getting the Standard appropriately funded. The Standards are revised every two years and the current Standard (1982-84) on Career Preparation was enacted by the General Assembly as recommended by the Advisory Council. The Standard reads:

A. Career guidance for all secondary students, including students with disabilities;

B. Academic and vocational preparation for students who plan to continue their education beyond high school;

C. Vocational preparation for students who graduate and those who leave school but do not plan to continue their formal education;

D. Experiences infused into the elementary and secondary curriculums which give students awareness and/or knowledge of careers.

2. Increased Enrollments in Vocational Education: 1969, 222,641; 1981, 458,341.

3. Increased Funding: The funding of vocational education programs, services, and activities has been greatly influenced by the Advisory Council. The state funding of vocational education has consistently been a priority item with the State Board and it has been a priority item because of the work of the State Advisory Council.

4. Vocational Guidance and Counseling: The Advisory Council can claim credit for impacting in a very positive way on vocational guidance and counseling services made available to the secondary school students. The Council's work has brought about a major change in the training of counselors and in the counseling and employment services provided secondary school students in the state. It was responsible for Senate Bill No. 647 which mandated that each school board make available employment counseling and placement services and to furnish information relating to the employment opportunties available to students graduating from or leaving the public schools in the school division.

5. Image of Vocational Education: As advocates of vocational education and as the chief agency speaking for vocational education, the Advisory Council has given vocational education in Virginia a new legitimacy, a new acceptance, a new maturity, and an improved image. Evidence supporting this new image in the state was a bill that came close to being passed by the General Assembly which would have required all students leaving or graduating from high school to have a marketable (vocational) skill. More than any other group in Virginia, including the State Department of Education, the Advisory Council has articulated effectively and forcefully the needs, missions, and priorities of vocational education in the Commonwealth.

Wisconsin

In addition to the legally mandated responsibilities assigned to all Councils by federal legislation, the Wisconsin Advisory Council on Vocational Education has undertaken a number of major efforts that have contributed significantly to the advancement of vocational eduction in Wisconsin.

First of all, in the 1970's, the Council conducted a study entitled "Follow-Up" of High School Non-Completers 1967-1976." Over 950 persons who left high school "before their time" were interviewed. For the first time, Wisconsin had an accurate profile of what this population really looked like. Based in part on the results of this research, the State Employment and Training Council has seen fit to expend over $150,000 for continued research and the provision of technical assistance in dropout prevention. Also, last year the Governor commissioned the Wisconsin legislature to authorize an expenditure of three million dollars in 1981-83 for the Wisconsin Youth Initiative, again based in part upon the conclusions and recommendations of the Council's research.

The Council, in 1979, conducted another study entitled "Attitudes Toward Vocational Education in Wisconsin." The opinions expressed in the report have had an impact on the development of vocational education programming in Wisconsin.

Lastly, in its 1980 Annual Report, the Council recommended to the State Board of Vocational, Technical and Adult Education a set-side percentage of Federal vocational education funds to fund projects jointly submitted by VTAE schools and high schools in order to insure cooperation between the two systems. A Commission was established to study this issue and the Council is pleased that the State Director and the State Superintendent of Public Instruction have agreed to meet the intent of this recommendation and will be proposing a specific policy change to the State Board in the very near future.

It is the feeling of the Wisconsin Advisory Council that the productivity of advisory bodies is very difficult to estimate and/or measure without looking at the big picture over a number of years. Change and progress occur slowly in any social programs and an advisory body's influence in that process is often a patient and persistant challenge.

SUMMARY OF THE WYOMING STATE ADVISORY COUNCIL ACTIVITIES AND RECOMMENDATIONS

The following is a summary of the State Advisory Council activities and recommendations that have made a difference in vocational education in Wyoming.

1. In 1981, the State Advisory Council for Vocational Education co-sponsored with the State Department of Education Vocational Program Unit a Governor's Conference on Vocational Education-Partnership with Business, Industry, Labor, Agriculture and Education. Conference outcomes were:

a. Approximately 150 participants had the opportunity to discuss and understand realistic employment and training needs in Wyoming.

b. The participants developed recommendations under six general categories with directions and responsibilities for implementation by individuals, organizations, and agencies.

c. The report with recommendations was presented to the Governor, State Superintendent, State Board of Education, Legislators, Community College Commission and Joint Apprenticeship Training Committees. It will be presented to school administrators, school board members and vocational education teachers.

2. In 1980, the State Advisory Council for Vocational Education recommended that the State Board of Education should develop a written philosophy and policy statement regarding vocational education. The State Board of Education approved the policy in January 1981.

3. During the 1979–1980, the State Advisory Council for Vocational Education provided technical assistance to local education agencies in organizing, establishing and strengthening local advisory committees which are providing input into vocational program planning.

4. The State Advisory Council for Vocational Education recommended to the State Superintendent of Instruction that a separate vocational program unit be organized with a recognized State Director of Vocational Education. The recommendation was implemented in 1979.

5. For the past eight years the Council sponsored a Legislative Dinner with students in vocational teacher education, Senators and Representatives. Over 90 percent of the Legislators have attended these sessions at which time the students informed them about Wyoming vocational education programs.

6. Since 1969, the Council conducted 50 public forums and hearings on vocational education throughout the State. These hearings resulted in the formation and utilization of local advisory committees and more accurate vocational program planning.

7. The council staff responded to approximately 2,000 inquiries for information on vocational education. These inquiries were from students and adults in Wyoming and throughout the Nation. Advisory council members served on local program review teams. These activities ultimately improved vocational education programs.

Congress of the United States,
House of Representatives,
Washington, D.C., June 9, 1982.

Hon. Carl Perkins,
Chairman, Committee on Education and Labor,
House of Representatives, Washington, D.C.

Dear Mr. Chairman: I recently received the enclosed information concerning reauthorization of the vocational education program.

I am sending copies of this correspondence for your consideration. Mr. Dolve makes some very thoughtful comments concerning the importance of a federal vocational education program, and I trust that you will take these into consideration as you continue deliberations on this important issue.

Thank you in advance for your attention to Mr. Dolve's remarks.

Sincerely,

Byron L. Dorgan, *Member of Congress.*

Enclosure.

North Dakota State Advisory Council for Vocational Education,
Fargo, N. Dak., May 26, 1982.

Hon. Byron Dorgan,
U.S. Congress, Washington, D.C.

Dear Congressman Dorgan: Although the expiration date of the Federal Vocational Education Act (P.L. 94-482) has been extended to September 30, 1984, the hearings on reauthorization are continuing and several proposed bills have been drafted. The State Advisory Councils on Vocational Education, created by Congress in 1968 to provide citizen input to vocational education policy, planning and evaluation, have approved a position paper as a reflection of local opinions on changes needed in the new or proposed Federal legislation. Our Chairman, James A. Horton, sent you the position paper earlier this year. For your information, another copy is enclosed. In summary the state councils have agreed on the following recommendations:

1. The Federal role of vocational education and training should be to provide resources to the states towards resolution of national priorities through a coordinated state vocational education system.
2. There should exist at the Federal level an education entity to provide national leadership for vocational education. The Federal entity should assist states through a sole state education agency.
3. In accordance with required state planning mechanism, Federal funding for vocational education should flow through the state's sole education agency to the local level.
4. These Federal dollars should be provided to fund those activities which are universally beneficial and/or directly related to national priorities.
5. Federal funding should be provided
   a. in support of the involvement and participation of business, industry, labor, agriculture and the general public on advisory councils at the Federal and state levels, assuring their continued operation and fiscal autonomy
   b. for the continuation of program improvement
   c. to expand the capacity of the populations work force by improving and increasing the development of the collective states vocational education and training programs
   d. as incentives to ensure access for all populations
   e. for vocational student organizations

In addition to the position paper, "Vocational Education Reauthorization a Time for Redirection," the North Dakota State Advisory Council approved a position statement on May 11, 1982. We hope this letter, and our position statements which are enclosed, will be useful when you deliberate the reauthorization for vocational education and state and national advisory councils.

Vocational education plays a key role in the nation's economy. Federal support, while small relative to state and local effort, is vital to addressing national priorities such as reindustrialization, improved productivity and defense. We will be glad to help you obtain whatever information and data you need to be fully informed on this important Federal legislation.

As stated in previous correspondence to you, Mr. Horton, Mrs. Kramlich and I will be attending the NACVE/SACVE Joint Conference in Washington, DC on June

17-19, 1982. If time permits we will be stopping at your office to meet with you for a few minutes or a member of your staff the afternoon of June 17.

Sincerely,

Winston H. Dolve, *Executive Director.*

North Dakota State Advisory Council for Vocational Education Position Statement

Vocational education and training is a legitimate concern of all levels of government. Since a highly skilled and knowledgeable work force is essential to the economic stability and growth of local communities, the states, and the nation, all levels of government must be concerned with the condition of the vocational enterprise. Although its delivery is essentially a state and local responsibility, and should remain so, the historical development of vocational education and training throughout the nation reflects a close relationship between local education agencies and institutions, each state's vocational education board, and the federal government. This working relationship has contributed significantly to the growth of a commprehensive system of vocational education and training in every state and local community.

Whereas vocational education programs have been successful to the degree that groups from outside the school system, who utilize the graduates of the program, are involved with program content; and

Whereas the U.S. Congress was most successful in providing a mechanism which mandated an advisory council for vocational education in each of the several states; and

Whereas representation on these councils is specific to groups, male and female, and for the most part non-political, whose membership consists of the lay public and educators, who serve as independent and autonomous advisors to the State Board for Vocational Education; and

Whereas these advisory councils for vocational education have funcationed independent of the group or agency they are advising.

Vocational Education Reauthorization a Time for Redirection—A Position of the State Advisory Councils on and for Vocational Education

I. INTRODUCTION

The need to redirect Federal support for vocational education in the 1980's has been voiced by involved individuals across America. Redirecting vocational education will require the best and most intense efforts of the educational community and the full involvement of representatives of business, industry, labor, agriculture, and the general public.

Congress, in 1968, created the National (NACVE) and State Advisory Councils for Vocational Education (SACVE) as autonomous bodies representing all parties who have an interest in employment related education and training. Charged to advise, evaluate and report, Councils have an implied responsibility to communicate to Congress both effective and ineffective parts of current Federal law for vocational education. Although SACVEs will differ in their opinions as to specific changes needed in the Vocational Education Act, they share a core of basic concepts about the needs of vocational education as they relate to reauthorization. These concepts are presented in this position paper.

The Federal Government has never accepted the concept that it has a place in general education funding. The U.S. Constitution is silent on the topic of education, and enactments on education at the Federal level have been in response to national emergencies. In 1917 the Smith-Hughes Act was passed as an emergency action to cope with the inordinate demands of World War I. This first Congressional support for education was intended to foster a strong defense, a competent work force and a healthy economy.

Over the years, several major changes were made in Federal policy to address social and economic conditions confronting the nation. The 1963 Act was aimed at bridging the gap between education and the world of work for an increasing number of educated idle youth of America who faced severe unemployment as well as bolstering a badly sagging economy. The vocational education amendments of 1968 addressed both economic and social needs, including serving special populations by providing support services and financial aid to insure their success in vocational education programs. In 1976, Congress passed the most recent vocational legislation. In retrospect, it can be recognized that this legislation took the social issues initiated in the enactment of 1968 and made them the primary focus, leaving the human resources development and concerns of economics as secondary concerns.

The 1960's and 70's have brought growing frustration over ever increasing unemployment, unrest in the cities, swelling welfare rolls, increased crime, soaring inflation, and dependency on big government. The issues of reindustrialization, economic revitalization and the reestablishment of America in the world markets, constitute a crisis. Vocational education and training can and must be a full partner in addressing these issues. A big hurdle for the citizenry is to recognize the economic value of vocational education and training as in integral part of the solution to America's problems. Myths such as "vocational education is for someone else's child" and "vocational education leads to dead-end jobs" must be exposed as fallacies before this hurdle can be surmounted. Another hurdle to revitalization is to acknowledge that our nonrenewable natural resources are dwindling and that our greatest resource and capital asset is the human potential of our populace.

The task of vocational education assisting in the revitalization of America is complicated by a variety of factors including: (1) urbanization of the population, along with employment laws impacting youth and other factors that have deprived many youth of work experience; (2) polarization and isolation of rural communities from economic and human resource development, which forces migration to urban areas; (3) a multitude of factors that have brought many students to vocational and training programs without basic education skills needed to succeed in these programs; (4) broadening programs to serve special needs groups, which required many special and supplementary services; (5) ever increasing levels of technology in the work place that requires more sophisticated skills in many areas of work; and (6) ever dwindling financing resources to support vocational education and training. Unless Federal legislation allows vocational education to address these factors, its success level will be diminished.

The nation is experiencing a greater paradox today than at any time in our recent history. There are many unfilled jobs requiring specific skills, while high levels of unemployment exists in many areas of the nation, particularly among youth ages 16-24 and minorities Current national priorities call for the reindustrialization of America and strengthening our national defense posture through better trained and equipped personnel. These priorities call for a dramatically increased employment and training capacity in the states at a time when the national funding level is being reduced. Such reductions, coupled with inflation and the inability of state and local entities to take up the slack, will result in less training, not more.

Solutions to this paradox are not easy. Some propose that employers train workers. Many employers already do a great deal of training. However, when we consider that 80 percent of the new jobs are with employers who have less than 20 employees, it becomes obvious that such an arrangement is not a solution to providing the training needed in this nation during the 1980's and beyond.

In view of the foregoing discussion, the purpose of secondary, postsecondary and adult vocational programs has not changed, it continues to be the preparation of people for work. It is true that the needs of individuals and the employer change, and different strategies must be employed; but the basic purpose remains unchanged from 1917 to the present.

If vocational education is to effectively serve in the resolution of national crises and address continuing and emerging national priorities, vocational reauthorization must be once again based upon the development of the national human resource as a capital asset to America. The long-term financing of vocational education must be recognized as an investment for the full use of human resources and the maintenance of a healthy national economy. It is time now to fashion vocational education legislation which is forward looking and is an integral part of our nation's overall economic thrust.

II. PLANNING FOR FEDERAL LEGISLATION

The revitalization of our nation's economy and the continuous priority to provide a stable and competent work force should be the primary focus of vocational education reauthorization. Quality vocational education has demonstrated its ability to prepare people for work and is a direct cost benefit to continued economic growth. Vocational education is an investment in the future of America. Vocational education's role in economic revitalization must be state-coordinated and based upon local level human capital and economic development needs.

The State Advisory Councils recommend that—

The basis of Federal involvement in vocational education and training should be developing human resources as a capital asset to the nation and addressing national priorities. As the legislation is written, the legislative process must guarantee input by all populations concerned with vocational education. Furthermore, access to vocational education by all populations must also be guaranteed.

The focus of legislation should be to provide education and training for the development of a skilled work force. If the skilled work force is achieved through vocational education, the probability of the accomplishment of the goals of other social programs will be enhanced and the solution of existing social problems will logically follow.

III. FEDERAL ROLE IN VOCATIONAL EDUCATION

The Federal role in vocational education and training is two-fold: first, Federal support is needed to maintain the states' capacity to address changing economic and employment needs through quality vocational education programs and services. Second, Federal support should provide leadership and coordination to the state and local education systems so those systems can be responsive to national priorities and emergencies.

The State Advisory Councils recommend that—

The Federal role in vocational education and training should be one of providing resoures to the states towards resolution of national priorities through a coordinated state vocational education system.

IV. GOVERNANCE OF VOCATIONAL EDUCATION AND TRAINING

In our country, these are issues of a priority and crisis nature essential to the revitalization of the national economy. These are the responsibility of the Federal government. Vocational education and training can help address these priorities and emergencies for the good of all. Since vocational education and training ocurrs at varying educational levels and among various agencies, it is critical that a single education agency be designated as the administrative authority. Only through a single agency can articulation and coordination be achieved, which will ensure the most productive and economical use of available funds.[1]

The State Advisory Councils recommend that—

Because vocational education and training can address national concerns and contribute to their solutions, there should exist at the Federal level, an education entity to provide national leadership for vocational education. The Federal entity should assist states through a sole state education agency in addressing national concerns and priorities which are affected by vocational education and training. The local educational delivery system should be assisted with Federal funds, which flow through that sole state's education agency.[2]

V. FUNDING OF VOCATIONAL EDUCATION

In reviewing the total expenditures at all levels for vocational education, advisory councils have determined that the Federal contribution is important though limited. Current state and local funding of vocational education far exceeds Federal funding; yet the Federal government exerts the greatest control over vocational education.

Among advisory councils, it is commonly accepted that the financial responsibility for vocational education is a shared responsibility among Federal, state, and local governments. It must be recognized, however, that the primary responsibility for funding of vocational education lies within the domain of state and local governments. Federal funding for vocational education should be maintained for the education and training of skilled workers to ensure continued economic development. Through a specified educational entity, the Federal government must determine the national priorities for vocational education and training and flow funds to the states based on these priorities. It is the states' right and their responsibility to determine how these Federal funds will be used for vocational education and training within the state to address the national priorities (e.g., economic revitalization). Planning for expenditure of Federal funds and development of programs at the state level must include local data and address local problems in keeping with national and state priorities.

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[1] Vocational education is organized educational programs which are directly related to the occupational preparation of individuals for paid and unpaid employment. Training is the acquisition of skills for a specific job requiring varied, but usually short-term, training periods.

[2] A "Sole State Education Agency" is a board or agency whose primary responsibility is education, who under reauthorization would be identified as the sole state agency responsible for the administration, or for the supervision of administration, of programs under the act.

Providing for close and direct communication with the local communities, citizen input to assure realistic planning and responsible program administration requires special categorical funds for National and State Advisory Councils for Vocational Education. These funds should flow through the Federal education entity to the councils.

To maintain viable vocational education and training programs with the capacity to meet future economic needs and increase the productive capacity of the work force, requires program improvements. These improvements may include, but are not limited to: research and development, preservice and inservice education for vocational education personnel, economic efficiency of the family, curriculum, innovation, exemplary and research coordination. Federal funding for program improvement efforts must address present and future goals of America in terms of economic and human resource development.

Federal dollars should be used as incentives to state and local agencies for expansion and improvement of vocational education programs and services. Services to student organizations, which are an integral part of vocational education, should be included since they contribute directly and positively to human resource development.

The State Advisory Councils recommend that—

In accordance with required state planning mechanisms, Federal funding for vocational education should flow through the state's sole education agency to the local levels. These Federal dollars should be provided to fund those activities which are universally beneficial and/or directly related to national priorities.

Federal funding should be provided in support of the involvement and participation of business, industry, labor, agriculture, and general public on Advisory Councils at the Federal and state levels, assuring their continued operation and fiscal autonomy. These special categorical funds should be distributed by the Federal education entity to those councils on the basis of a grant application to fulfill their responsibilities for citizen oversight of and input into vocational education and training programs.

Federal legislation should provide for the continuation of program improvement. Program improvement funds should flow to the state sole education agency for the purpose of determining priorities for efforts to improve programs. This determination to be a part of a state planning mechanism.

Separate Federal funds should be provided to expand the capacity of the population's work force by improving and increasing the development of the collective states' vocational education and training programs. These Federal dollars should also be used as incentives to ensure access for all populations to vocational education and training programs.

VI. CITIZEN OVERSIGHT AND PARTICIPATION IN VOCATIONAL EDUCATION

The success of American education has rested primarily on a close association and communication with its citizenry. However, the effectiveness of this relationship has been compromised through fragmentation and Federal over-regulation. It is imperative that citizen involvement and communication be restored.

Evaluating the results of vocational programs is just as important as the initial planning of sound programs. Here, too, the involvement of representatives from business, industry, labor, agriculture and the public is essential. Citizen participation in evaluation ensures that the "users" view of the product will be obtained. The views of citizen advisors provide a valuable third dimension, which the educational community needs for an objective assessment of vocational programs. This "oversight" role must be included in the Federal law.

Advisory councils must function autonomously to objectively carry out their advisory and oversight roles. Their independence is vital to their effectiveness and survival.

In summary, citizen input is sine qua non to their effective planning and objective evaluation of vocational programs. Such input can not be left to chance; it must be ensured by mandating the use of state and Federal advisory councils and providing them with the independence and funding needed to operate.

The planning of quality vocational education requires effective involvement of leaders from business, industry, labor, agriculture, and the public. These groups should constitute the majority of members on advisory councils for vocational education. Since advisory councils will be primarily representative of the noneducational community, councils must have the authority for obtaining pertinent information from the educational community and the channels to formally submit advice on vocational planning and policy formation.

The State Advisory Councils recommend that—

The citizens' right to advise on and oversee the delivery of vocational education and training services should be continued in Federal legislation. At the state and Federal levels, this legislation should provide for an Advisory Council system which is operationally and fiscally autonomous.

Legislation should guarantee to each council the right to advise and participate in planning at its level, to review evaluations and accountability data and to make recommendations to improve the delivery of vocational education and training. Such recommendations must be reviewed and responded to in a timely and responsible manner by the State Board of Vocational Education.

In order that Advisory Councils may maximize their contribution to vocational education and training, vocational legislation should guarantee that the operational process of councils will be left to each respective council.

The membership of Advisory Councils for Vocational Education should be at least seventy-five percent representatives of business, industry, labor, agriculture, and the citizenry. The current appointment authority for members should be continued. Appointments should be to staggered three year terms with a consistent appointment date for all Councils.

VII. VOCATIONAL STUDENT ORGANIZATIONS

Vocational student organizations are an integral part of vocational education. Leadership development within vocational education instruction is accomplished in a laboratory setting through organized activities. Leadership development is vital to the optimum development of our human resources; further, it contributes to overall productivity on the work site. Leadership development is critical to a sound economic future for America.

The State Advisory Councils recommend that—

Vocational student organizations should be provided for in reauthorization of vocational education.

North Dakota School Boards Association Bulletin—The President's Corner

(By Barbara Norby)

Why should North Dakota School Board members oppose New Federalism? Good question! Isn't this what we've always wanted? "Turn the educational decisions back to the local government!" "We don't want your money if it means we can't run our own schools!" How often have you used those arguments yourself—or applauded when they appeared in someone else's speech?

Let's take a closer look at what the New Federalism would do as proposed by the Reagan administration. First, ask the question "where is the power going?" Will it enhance or detract from the amount of local control at district level? There are three current programs that bear close examination. ECIA (Education Consolidation and Improvement Act), passed in 1981, and food service are current examples of federally funded, locally controlled programs. Vocational education, while controlled by a state board, is similar.

ECIA combined over 30 categorical programs, both state and federally focused, and authorized the formula distribution of 80 percent of the funds to local school districts. Each local school district determines its own use of the funds—within the broad purposes of the act and subject to minimum state regulation and virtually no federal regulation.

Food service commodities, of course, do have some effect on what you serve, as do the requirements for a Class A meal. However, federal funding is based on meals served and income criteria for free and reduced price meals, and is therefore not subject to any state requirements or control.

Vocational education, while receiving federal monies, is controlled by a state board. Control, therefore, is placed at the state level, but with a board that is concerned and knowledgeable about vocational education!

Under the President's proposal, these three programs would be included in the turnback which would give all funds to the Governor's office for distribution. It contains no requirements for funding priorities or formulas since this would violate the concept of the turnback. With the responsibility and funding placed in the Governor's office, the opportunity is also provided for that office to set policy and regulations. This, then, would remove local control rather than restore it.

It is also important to realize that the New Federalism is a process. The proposal envisions enactment in 1984 with the period from 1987 to 1991 seeing a reduction in federal funding to zero. It becomes necessary, them, to look at alternative funding for these programs. We have seen the uncertainty of reliance on energy tax sources for educational funding. We have no alcohol or tobacco production in North Dakota and cannot look to any replacement revenue from these source. We are therefore limited to looking at our existing tax structure of sales, income and property. Regardless of who we believe should fund education, we must be realistic about our state ability to fund the type and quality of education we want to provide.

The New Federalism is premised on block grants and turnbacks or tradeoffs. Any of these would send the funding and the control through the Governor's office in each state. ECIA, on the other hand, is a consolidation of funding directly to the local district with a minimum of regulation. However, the tendency in consolidation is to fund the total with less money than the various components previously received. Therefore, it seems to me, those of us who believe in local control of education should vigorously oppose turnbacks and demand an adequate federal support of free public education!

MARYLAND STATE ADVISORY COUNCIL
ON VOCATIONAL-TECHNICAL EDUCATION
The Jeffrey Building
16 Francis Street
Annapolis, Maryland 21401
Phone: 269-2885

August 6, 1982

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Mr. John F. Jennings
Majority Counsel
House Subcommittee on Elementary,
Secondary and Vocational Education
346C Rayburn House Office Building
Washington, D. C. 20515

Dear ~~Mr. Jennings:~~ Jack

Enclosed for your information is a copy of a recent Department of Education analysis of State responses to recommendations of State advisory councils on vocational education. I believe some of the information contained in the report is particularly significant and supportive of the role played by lay advisory councils in improving the responsiveness of federally funded vocational education programs.

As indicated in the analysis, the States accepted approximately 70 percent of the State advisory council recommendations made during the three year period covered by the analysis. In addition, it is noted that a large percentage of the recommendations address areas which are highlighted in the Vocational Education Act.

Sincerely,

Mike

Michael R. Morton
Executive Director
Maryland State Advisory Council
on Vocational-Technical Education

MRM:REC:jw
Enclosure

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

PROGRAM MEMORANDUM - OVAE/DSVP - FY 82 - 21

SENT BY: LeRoy A. Cornelsen
Director
Division of State Vocational Programs

SENT TO: Executive Directors, SACVE

SUBJECT: Analysis of State Responses to Recommendations by State Advisory Councils for Vocational Education

A small study team chaired by project director, Ms. Jeanne Williams, has just completed a report which details the initial disposition of SACVE recommendations by the State vocational education agencies. The team used only information routinely reported by SACVE's and the States to the U.S. Department of Education. For this reason, other related factors which might help explain this disposition data are not examined here. This should be well understood in interpreting this analysis.

We believe you will find this report of interest.

Attachment

cc: NACVE Director/Chairman
State Directors

Office of Vocational and Adult Education

Division of State Vocational Programs

A Research Study

Analysis of State Responses to SACVE Recommendations

Study Team Members

Jeanne Williams, Project Director
Ruby Jenkins
Loretta Brown
Loretta Jones

Kent Bennion, Advisor

June 22, 1982

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Purpose

The purpose of this project was to analyze recommendations of the State Advisory Councils for Vocational Education (SACVE)and State responses to those recommendations in order to determine areas of SACVE concern and State responsiveness to those concerns.

Summary of Findings

The research team found that, in general, States made a real effort to respond to SACVE recommendations in a positive way. As indicated in Table I, the States accepted SACVE recommendations approximately 70 percent of the time over the three years covered - 1978, 1979, and 1980. The States indicated that approximately 14 percent of the recommendations were already in operation. Another 4.3 percent (average) of the recommendations were under review. Approximately 11 percent of the SACVE recommendations received negative responses. Appendix A provides a summary of State responses to SACVE recommendations by category for each year. Appendix B presents the same data according to degrees of State acceptance and/or reasons for rejection.

A second finding was that the SACVE's exhibit, through their recommendations, a positive interest and involvement in vocational education programs. Recommendations were generally presented in a way that elicited, for the most part, favorable action from the State.

Finally, the areas of greatest emphasis for SACVE's were Policy/Planning, Funding, Administration, and Evaluation. Not surprisingly, these are categories which reflect major foci of P.L. 94-482.

TABLE I

Summary
Status of SACVE Recommendations
by Fiscal Year

	1978	1979	1980
Accepted in Varying Degrees	370 (68.9%)	371 (74.2%)	368 (68.9%)
Action Pre-Dated Recommendation	92 (17.1%)	53 (10.6%)	77 (14.4%)
Not Accepted or No Action Taken	54 (10.1%)	53 (10.6%)	65 (12.2%)
Under Review	21 (3.9%)	23 (4.6%)	24 (4.5%)
Total	537	500	534

Approach to Project

To obtain the necessary data, the research team reviewed the SACVE reports from all the States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, and Guam for Fiscal Years 1978, 1979 and 1980. Annual Plans and Accountability Reports were reviewed for additional information.

Materials developed by the National Advisory Council for Vocational Education, the National Association of SACVE Executive Directors, and records on file in the Accountability Branch of the Division of State Vocational Education Programs were also reviewed for relevance to this study. These materials generally addressed other features of SACVE's (e.g., structure, responsibilities, basic operations). However, they do provide good background information. The Report on a Survey of State Advisory Councils on Vocational Education, which the National Association of SACVE Executive Directors issued in May of 1981, provides two tables showing provisions of P.L. 94-482 which SACVE's consider to have affected State vocational education programs. These two tables are reproduced in Appendix C.

Finally, in making the decisions necessary to classify State responses to SACVE recommendations, the research team operated on the assumption that State action was due to the SACVE comments and that the States actually carried out the action indicated in the response. The team understands that other factors may have influenced the process.

The research team took the following steps to review SACVE recommendations and State responses:

1 - A preliminary review of SACVE recommendations to determine the most common areas of emphasis and the most common State responses.

2 - The development of a matrix with categories reflecting the common areas of emphasis and State responses, and the development of a glossary of terms to clearly define those categories.

3. - An in-depth review of SACVE recommendations for 1978, 1979, and 1980, using the matrix developed in Step 2.

4 - An analysis of the data.

The finished matrix is that shown in Appendix B. Appendix D provides the glossary of terms used in matching recommendations to their appropriate categories.

It should be noted here that many recommendations addressed more than one matrix category. When this was found, the reviewer made a decision as to the category most applicable to that particular recommendation. For example, a recommendation such as "Increase inservice for vocational educators . . . on the needs of the handicapped" would seems to focus most directly on Personnel Development, although it could easily be placed in the Special Populations category.

It should be noted further that, for various reasons, State responses were not available for some recommendations. This amounts to a total of 93 for the three years under review or 5.6 percent of all recommendations. Reasons vary--from responses missing from the files to the States not responding to each and every recommendation. Table II shows the number of recommendations by State for each fiscal year. All statistics addressed throughout the remainder of this report refer only to those recommendations for which State responses were available.

The SACVE's approaches to recommendations varied from State to State. Some SACVE's developed a large number of very specific recommendations, while others made a small number of general recommendations. Some SACVE's focused on one area, such as curriculum development, and made a number of recommendations related to that area. Others made recommendations that were scattered over a range of subjects. An example of the former is the SACVE that addressed many aspects of vocational education for the incarcerated. This council made recommendations related to testing; the elimination of questions on applications regarding previous convictions; the provision for a corrections official, the Attorney General, and the Commissioner of Basic Education serving as ex-officio members of the school board; the development of a uniform approach to approving vocational education courses based on labor market projections; accreditation standards and evaluation criteria for correctional institutions which are consistent with non-corrections programs; etc. An example of the latter is one set of 1979 recommendations related to establishing a department of agricultural education at two universities, intensifying work with youth groups, developing a Statewide public information system, increasing the State aid formula, and requiring the separate divisions in the State vocational education agency to streamline the teacher reporting system.

The complexity of recommendations varied from SACVE to SACVE. Some SACVE's submitted multiple parts to a recommendation, while others made separate recommendations for each element. Wherever possible, the review team counted each part of a recommendation separately, especially when the State responded to each part separately.

The total number of recommendations for the nation as a whole were fairly consistent from year to year, at least for 1978 and 1980. The number for 1979 was only about 7 percent less than the other years. Furthermore, the total number of recommendations by category for each fiscal year remained fairly consistent as well. The numbers shift somewhat when ranked for each fiscal year, except for Guidance/Placement and Curriculum/Program Development. Guidance/Placement dropped from 30 mentions in 1978 to 16 in 1979 and 11 in 1980. Curriculum/Program Development moved from 49 mentions in 1978 to 42 in 1979 and 67 in 1980.

The area of greatest interest for SACVE's across all three years was Policy/Planning--which appeared 131 times in 1978, 132 times in 1979, and 128 times in 1980. In fact it was addressed approximately twice as often as the second-ranked category. Administration ranked third for all three years, appearing 58 times in 1978, 55 times in 1979, and 65 times in 1980. Table III shows the number of recommendations by fiscal year for each of the matrix categories.

TABLE II
NUMBER OF RECOMMENDATIONS PER STATE PER YEAR

	1978	1979	1980
TOTALS	567	524	573
1. Alabama	8	16	13
2. Alaska	1	11	14
3. Arizona	7	6	4
4. Arkansas	4	9	7
5. California	3	26	7
6. Colorado	3	7	4
7. Connecticut	16	27	42
8. Delaware	27	13	47
9. District of Columbia	25	20	15
[illegible]	8	10	9
[illegible]	22	9	22
Hawaii	29	4	17
Idaho	7	6	9
14. Illinois	10	11	7
15. Indiana	10	4	6
16. Iowa	22	10	13
17. Kansas	20	10	7
18. Kentucky	9	7	1
19. Louisiana	12	6	14
20. Maine	8	10	10
21. Maryland	8	4	5
22. Massachusetts	9	8	17
23. Michigan	22	14	10
24. Minnesota	3	5	2
25. Mississippi	10	10	11
26. Missouri	9	7	6
27. Montana	10	6	7
28. Nebraska	3	17	6
29. Nevada	8	9	2
30. New Hampshire	17	10	19
31. New Jersey	8	0	4
32. New Mexico	8	6	16
33. New York	18	17	18
34. North Carolina	3	4	5
35. North Dakota	7	8	3
36. Ohio	7	7	8
37. Oklahoma	8	5	13
38. Oregon	12	14	12
39. Pennsylvania	21	11	17
40. Rhode Island	8	15	6
41. South Carolina	12	9	9
42. South Dakota	4	3	2
43. Tennessee	6	4	1
44. Texas	3	8	13
45. Utah	3	9	8
46. Vermont	4	3	5
47. Virginia	8	8	5
48. Washington	10	13	11
49. West Virginia	2	7	3
50. Wisconsin	26	11	10
51. Wyoming	11	9	6
52. Guam	7	27	11
53. Puerto Rico	21	14	28
54. Virgin Islands	8	0	5

TABLE III
NUMBER OF SACVE RECOMMENDATIONS IN DESCENDING
ORDER OF EMPHASIS BY CATEGORY AND YEAR

FY 1978		FY 1979		FY 1980	
1. Policy/Planning	131	1. Policy/Planning	132	1. Policy/Planning	128
2. Funding	64	2. Articulation/Coordination/ Linkages	56	2. Curriculum/Program Development	67
3. Administration	58	3. Administration	55	3. Administration	65
4. Articulation/Coordination/ Linkages	54	4. Funding	54	4. Funding	59
5. Curriculum/Program Development	49	5. Evaluation	53	5. Evaluation	50
6. Evaluation	44	6. Curriculum/Program Development	42	6. Articulation/Coordination/ Linkages	47
7. Personnel Development	35	7. Personnel Development	30	7. Personnel Development	31
8. Guidance/Placement	30	8. Special Needs	24	8. Equal Access	28
9. Equal Access	25	9. Equal Access	17	9. Equipment/Facilities	25
10. Special Needs	20	10. Guidance/Placement	16	10. Special Needs	19
11. Equipment/Facilities	17	11. Equipment/Facilities	12	11. Guidance/Placement	11
12. Public Relations	10	12. Public Relations	9	12. Public Relations	4
Total	537	Total	500	Total	534

The number of SACVE recommendations for which the States took only minimal or partial action decreased significantly from 84 in 1978 to 61 in 1979, and 27 in 1980. The number of recommendations with which the States agreed and action was "in progress" increased sharply from 94 in 1978, to 140 in 1979, and 143 in 1980. The number of recommendations that were not accepted remained the same in 1978 and 1979 at 29, and increased sharply in 1980 to 54. More specifically, the number of recommendations which were rejected for philosophical reasons more than doubled (from 15 in 1978 and 1979 to 34 in 1980). In only four cases over the three years did a State reject a recommendation without giving a reason. Finally, the number of recommendations which the State identified as already being implemented zigzagged from 92 in 1978 to 53 in 1979 to 77 in 1980. The high number in 1978 might be due to the fact that the States were just beginning to apply P.L. 94-482 and SACVE's, concerned about the same basic implementation problems as States, purposely made recommendations designed to reinforce what the State was already doing. Table IV shows the number of recommendations by fiscal year according to State responses.

Comparison of General and Specific Recommendations

SACVE recommendations appeared to be written in either "general" or "specific" wording. Those recommendations classified as "general" were vague and not limited in scope; e.g., "That the Board of Education continue to support current efforts to recruit and train Black vocational instructors." Another example cited was, "Use all discretionary Federal funds in priority areas." Recommendations classified as being "specific" tended to be statements which included particulars and had some degree of detail. Examples are, "That the Board of Education add a weighted factor to the education funding formula to reflect the actual cost of running vocational programs," and "Evaluation process be more precisely designed to measure the extent to which goals outlined in the State Plan were met."

Data indicates that recommendations tended to be specific in nature. Approximately 78 percent of all recommendations were specific-- 75 percent, 79 percent and 80 percent for the three years, 1978, 1979, and 1980, respectively. The categories with the highest total percentages of recommendations were Adminstration which had a total of 12 percent of the recommendations, with 78 percent of those falling in the category of specific; and Funding, with a total of 11 percent of the recommendations and 85 percent in the specific category. Curriculum/Program Development had the third highest total number of recommendations at 10.3 percent. Sixty-three percent of those were in the specific category. The category of Articulation/Coordination/Linkages had 10.1 percent of all the recommendations with 94 percent in specific wording.

Twenty-five percent of all recommendations fell under the heading of Policy/Planning for all three years. Of that total, 83 percent were specific in nature. On the other hand, the category of Public Relations had the fewest number of recommendations--1.5 percent of the total for all three years, with 67 percent of those falling in the general category.

TABLE IV
TOTAL AND PERCENTAGE OF STATE RESPONSES BY CATEGORY

	FY 78	FY 79	FY 80
Under Review	21(3.9%)	23(4.6%)	24(4.5%)
Degree of Acceptance:	68.9%	74.2%	68.9%
Fully Accomplished	60(11.2%)	61(12.2%)	50(9.4%)
Partial or Minimal Action Taken	84(15.6%)	61(12.2%)	27(5.1%)
Agreed, Action in Progress	94(17.5%)	140(28%)	143(26.8%)
Agreed, but Constraints	56(10.4%)	50(10%)	69(12.9%)
Agreed for Future Action	76(14.2%)	59(11.8%)	79(14.8%)
Action Pre-Dated Recommendation	92(17.1%)	53(10.6%)	77(14.4%)
Not Accepted:	5.4%	5.8%	10.1%
Constraints	12(2.2%)	13(2.6%)	20(3.7%)
Philosophical Differences	15(2.8%)	15(3%)	34(6.4%)
No Reason Given	2(0.4%)	1(0.2%)	-
No Action Taken	25(4.7%)	24(4.8%)	11(2.1%)
TOTAL	537	500	534

Table V shows a comparison of the percentages of recommendations--both general and specific--for each of the twelve categories for the three years studied. The last two columns, headed "1978-1980", contain combined totals for those years. It is obvious, in all categories except Public Relations, that the SACVE recommendations were written in specific language.

Repeated Recommendations

As with recommendations on the whole, repeated recommendations in Policy/Planning outnumbered all other categories. Some recommendations were repeated more than once. The Director of the SACVE in one State said his committee had submitted a recommendation three consecutive years. Ninety-eight percent of the time, however, SACVE's were satisfied with State action to implement the recommendations when they were repeated once and did not repeat them a second time.

Repeated recommendations were not always worded exactly as the year before. State action on the previous year's recommendation influenced how the SACVE worded the recommendation the second or third time around. For example, in 1978 a SACVE recommended that the State Board develop a plan to establish priority for replacing outdated equipment. In 1979 the recommendation centered on developing a systematic plan to replace outdated equipment. The SACVE, satisfied with State action to carry out the recommendation the past two years, and aware that the State Board had included $2,000,000 for capital improvements in its budget request, recommended in 1980 that the State Board continue its efforts to get the needed funds appropriated.

State action on repeated recommendations ranged from no action taken to fully accomplished. However, unless outside constraints or philosophical differences prevented their doing so, States, for the most part, expanded action on repeated recommendations commensurate with the SACVE's request.

Table VI shows, by year, the categories where the SACVE's felt a need to repeat their recommendations.

Comparison of Maximum-Funded SACVE's with all Others

A special review of those SACVE's which received maximum funding ($200,000) was made to determine whether their recommendations and the States responses differed from those receiving less than maximum funding. Appendix E shows the number of recommendations, by year, made by the SACVE's that received $200,000. Overall, it appears that there is little difference in their areas of concern or in the degree to which their recommendations were accepted by the States. However, there were specific areas where differences occurred. In 1980 the "high" SACVE's made 8.6 percent of their recommendations in the area of Special Needs, while the other SACVE's addressed only 3.8 percent of their recommendations to this area. In 1978, the "high" SACVE's made 2.2 percent of their recommendations in the area of Equal Access, while the other SACVE's made 5.2 percent of their recommendations in this area.

TABLE V
GENERAL - SPECIFIC

	1978		1979		1980		1978 - 1960	
	General %	Specific %	G %	S %	G %	S %	G %	S%
Special Needs	24	76	32	68	31	69	29	71
Equal Access	39	61	32	68	24	76	32	68
Funding	17	83	12	88	23	77	15	85
Policy & Planning	16	84	16	84	20	80	17	83
Evaluation	25	75	27	73	11	89	21	79
Administration	19	81	23	77	23	77	22	78
Public Relations	90	10	44	56	60	40	67	33
Equipment & Facilities	17	83	14	86	8	92	13	87
Personnel Development	11	89	4	96	22	78	13	87
Guidance & Placement	41	59	29	71	15	85	32	68
Curriculum & Program Development	40	60	28	72	16	84	27	63
Articulation Coordination Linkage	26	74	22	78	27	73	6	94
Total	25	75	21	79	20	80	22	78

TABLE VI
REPEATED RECOMMENDATIONS

	Administation	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
FY 1978	60% 3			20% 1						20% 1			5
FY 1979	3 8.3%		1 2.8%	4 11.1%	11 30.6%	3 8.3%	4 11.1%	3 8.3%	2 5.6%	1 2.8%	3 8.3%	1 2.8%	36
FY 1980	3 7.1%	3 7.1%	1 2.4%	9 21.4%	10 23.8%	2 4.8%		4 9.5%	3 7.1%	2 4.8%	4 9.5%	1 2.4%	42
Total	9	3	2	14	21	5	4	7	5	4	7	2	83

Similar percentages for Equal Access were found for 1980--2.3 percent for the "high" SACVE's and 5.8 percent for the others. Conversely, in FY 1979 the "high" States put considerably more emphasis on Equal Access (8.6 percent) than the other SACVE's (2 percent).

The area of greatest difference was Policy/Planning. In 1978 the "high" SACVE's made 35.2 percent of their recommendations in this area. The remaining SACVE's made 22.2 percent of their recommendations in Policy/Planning. In 1979 the "high" SACVE's placed less emphasis on Policy/Planning (21 percent) while the remaining SACVE's made 27.8 percent of their recommendations in this area. In 1980, the two were considerably closer with the "high" SACVE's addressing 26.1 percent of their recommendations to Policy/Planning and the others addressing 23.5 percent of their recommendations to this area. Other areas of relative difference were Administration, Curriculum/Program Development, and Articulation. Table VII shows the percentage of recommendations made by category for each year.

A review of State responses showed little difference between "high" SACVE's and remaining SACVE's, although there were differences in particular areas. In 1980 the "high" SACVE's had 12.5 percent of the recommendations under review, while only 2.9 percent of recommendations by other SACVE's were under review. In 1978, the "high" States had taken partial or minimal action on 5.5 percent of the recommendations compared to 17.7 percent for the remaining States. In 1979, the "high" States took partial or minimal action on 17.1 percent of their SACVE's recommendations compared to 10.9 percent for the other States.

In 1979 the "high" States had significantly fewer recommendations in progress with 17.1 percent. The remaining States had 30.9 percent of their SACVE recommendations in progress. In 1978, the "high" States rejected 14.3 percent of SACVE recommendations because of constraints, such as legislative action being required or other agencies being responsible for the final decision, while the remaining States rejected only 2.9 percent of the recommendations for such reasons. Finally, in 1979, the "high" States said that 19 percent of SACVE recommendations were already being done. The other States indicated that they found 8.4 percent of the recommendations were already being done. Table VIII shows the percentage of recommendations by each type of State response for each year.

TABLE VII

COMPARISON OF RECOMMENDATIONS MADE BY SACVE'S RECEIVING MAXIMUM FUNDING AND THOSE MADE BY SACVE'S RECEIVING LESS THAN MAXIMUM FUNDING

	1978		1979		1980	
Category	Max.	Less than Max.	Max.	Less than Max.	Max.	Less than Max.
Special Needs	3.3%	3.8%	8.6%	3.8%	5.7%	3.1%
Equal Access	2.2%	5.2%	8.6%	2%	2.3%	5.8%
Funding	12.1%	11.9%	10.5%	10.9%	13.6%	10.5%
Policy/Planning	35.2%	22.2%	21%	27.8%	26.1%	23.5%
Evaluation	6.6%	8.5%	13.3%	9.9%	6.8%	9.9%
Administration	11%	10.8%	6.7%	12.2%	9.1%	12.8%
Public Relations	1.1%	2%	1%	2%	1.1%	0.7%
Equipment/Facilities	2.2%	3.4%	1.9%	2.5%	2.3%	5.2%
Personnel Development	5.5%	6.7%	8.6%	5.3%	6.8%	5.6%
Guidance/Placement	5.5%	5.6%	3.8%	3%	4.5%	1.6%
Curriculum/Program Development	7.7%	9.4%	4.8%	9.4%	9.1%	13.2%
Articulation	7.7%	10.5%	11.4%	11.1%	14.8%	7.6%
Total Number of Recommendations	91	446	105	395	88	446

TABLE VIII

COMPARISON OF STATE RESPONSES TO RECOMMENDATIONS MADE BY SACVE'S RECEIVING MAXIMUM FUNDING AND THOSE MADE BY SACVE'S RECEIVING LESS THAN MAXIMUM FUNDING

	1978		1979		1980	
State Response	Max.	Less than Max.	Max.	Less than Max.	Max.	Less than Max.
Under Review	7.7%	3.1%	2.9%	5.1%	12.5%	2.9%
Fully Accomplished	18.7%	9.6%	3.8%	14.4%	10.2%	9.2%
Partial or Minimal Action Taken	5.5%	17.7%	17.1%	10.9%	3.4%	5.4%
Agreed, Action in Progress	15.4%	17.9%	17.1%	30.9%	21.6%	27.8%
Agreed, but Constraints	13.2%	9.9%	7.6%	10.6%	10.2%	13.5%
Agreed for Future Action	11%	14.8%	18.1%	10.1%	20.5%	13.7%
Action Pre-Dated Recommendation	17.6%	17%	19%	8.4%	18.2%	13.7%
Not Accepted, Constraints	14.3%	2.9%	1.9%	2.8%	3.4%	3.8%
Not Accepted, Philosophical Differences	2.2%	0.4%	2.9%	3%		7.6%
Not Accepted, No Reason Given		1.6%	1%			
No Action Taken	3.3%	4.9%	8.6%	3.8%		2.5%
Total Number of Recommendations	91	446	105	395	88	446

APPENDICES

APPENDIX A
[illegible] RECOMMENDATIONS/STATE RESPONSES
BY CATEGORY - FY 1978

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review	10% 2		1.6% 1	8.4% 11	4.5% 2	1.8% 1			8.6% 3			1.9% 1	3.9% 21
Accepted	60% 12	64% 16	78.1% 50	62.6% 82	25.2% 33	81% 47	80% 8	76.5% 13	62.9% 22	53.3% 16	73.5% 36	64.8% 35	68.9% 370
Not Accepted or No Action Taken	5% 1	12% 3	7.8% 5	12.2% 16	11.4% 5	15.5% 9	10% 1	11.8% 2		10% 3	8.2% 4	9.3% 5	10.1% 54
Action Pre-Dated Recommendations	25% 5	24% 6	12.5% 8	16.8% 22	9.1% 4	1.8% 1	10.% 1	11.8% 2	28.6% 10	3.3% 11	18.4% 9	24.1% 13	17.1% 42
Total	20	25	64	131	44	58	10	17	35	30	49	54	527

SACVE RECOMMENDATIONS/STATE RESPONSES

BY CATEGORY - FY 1979

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review	8.3% 2	5.9% 1	5.6% 3	3.8% 5	3.8% 2	1.8% 1	11.1% 1	8.3% 1	6.7% 2			8.9% 5	4.6% 23
Accepted	66.7% 16	70.6% 12	74.1% 40	72.7% 96	75.5% 40	87.3% 48	66.7% 6	75% 9	70% 21	93.8% 15	71.4% 30	67.9% 38	74.2% 371
Not Accepted or No Action Taken	12.5% 3		11.1% 6	16.7% 22	13.2% 7	1.8% 1	11.1% 1	8.3% 1	10% 3		11.9% 5	7.1% 4	10.6% 53
Action Pre-Dated Recommendations	12.5% 3	23.5% 4	9.3% 5	6.8% 9	7.5% 4	9.1% 5	11.1% 1	8.3% 1	13.3% 4	6.2% 1	16.7% 7	16.1% 9	10.6% 53
Total	24	17	54	132	53	55	9	12	30	16	42	56	500

SACVE RECOMMENDATIONS/STATE RESPONSES

BY CATEGORY - FY 1980

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review			5.1% 3	3.9% 5	2% 1	6.2% 4		4% 1	12.9% 4		7.5% 5	2.1% 1	4.5% 24
Accepted	84.2% 16	75% 21	64.4% 38	68.8% 8	62% 31	70.8% 46	75% 3	60% 15	64.5% 20	81.8% 9	64.2% 43	80.9% 38	68.9% 368
Not Accepted or No Action Taken			20.3% 12	13.3% 17	14% 7	15.4% 10		28% 7	6.5% 2		11.9% 8	4.3% 2	12.2% 65
Action Pre-Dated Recommendation	15.8% 3	25% 7	10.2% 6	14.1% 18	22% 11	7.7% 5	25% 1	8% 2	16.1% 5	18.2% 2	16.4% 11	12.8% 6	14.4% 77
Total	19	28	59	128	50	65	4	25	31	11	67	47	534

STATE: All (Combined)

YEAR: 1976

APPENDIX B

SACVE RECOMMENDATIONS/STATE RESPONSES

Subject / State Action	Special Needs	Equal Access	Funding	Policy & Planning	Evaluation	Administration	Public Relations	Equipment & Facilities	Personnel Development	Guidance & Placement	Curriculum & Program Development	Articulation Coordination Linkages	Total
Under Review	2		1	11	2	1			3			1	21
Degree of Acceptance: a. Fully Accomplished		5	9	15	9	9	1	1	4	3	2	2	60
b. Partial or Minimal Action Taken	4	4	11	17	9	9		4	2	4	10	10	84
c. Agreed, Action in Progress	4	4	14	25	5	14	6	1	2	3	8	8	94
d. Agreed, but Constraints	2		9	14	5	5	1	3	5	2	5	5	56
e. Agreed for Future Action	2	3	7	11	5	10		4	9	4	11	10	76
Action Pre-dated Recommendation	5	6	8	22	4	1	1	2	10	11	9	13	92
Not Accepted: a. Constraints		1	2	7	1	1							12
b. Philosophical Differences		2		2		6		1			4		15
c. No Reason Given				1								1	2
No Action Taken	1		3	6	4	2	1	1		3		4	25
Total	20	25	64	131	44	58	10	17	35	30	49	54	537

STATE: All (Combined)

YEAR: 1979

SACVE RECOMMENDATIONS/STATE RESPONSES

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review	2	1	3	5	2	1	1	1	2			5	23
Degree of Acceptance: a. Fully Accomplished	2	3	9	21	1	10		2	3	4	1	5	61
b. Partial or Minimal Action Taken	3	3	5	20	7	8	2		4	2	5	2	61
c. Agreed, Action in Progress	6	5	9	34	19	16	2	3	9	5	14	18	140
d. Agreed, but Constraints	2		13	13	4	6		2		1	4	4	50
e. Agreed for Future Action	3	1	4	8	9	8	2	2	5	3	6	9	59
Action Pre-dated Recommendation	3	4	5	9	4	5	1	1	4	1	7	9	53
Not Accepted: a. Constraints			2	6				1	2			2	13
b. Philosophical Differences	2		2	7	2	1					1		15
c. No Reason Given					1								1
No Action Taken	1		2	9	4		1		1		4	2	24
Total	24	17	54	132	53	55	9	12	30	16	42	56	500

STATE: All (Combined)

YEAR: 1980

SACVE RECOMMENDATIONS/STATE RESPONSE

Subject / Date Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review			3	5	1	4		1	4		5	1	24
Degree of Acceptance: a. Fully Accomplished	4	5	5	15	1	6		3	2		4	5	50
b. Partial or Minimal Action Taken	1	2	2	7	4	2			2		3	4	27
c. Agreed, Action in Progress	7	7	12	31	18	16	2	5	11	5	17	12	143
d. Agreed, but Constraints	1	1	15	13	5	15		6	1	1	6	5	69
e. Agreed for Future Action	3	6	4	22	3	7	1	1	4	3	13	12	79
Action Pre-dated Recommendation	3	7	6	18	11	5	1	2	5	2	11	6	77
Not Accepted: a. Constraints			6	8	3	1					1	1	20
b. Philosophical Differences			6	8		7		7			6		34
c. No Reason Given													
No Action Taken				1	4	2			2		1	1	11
Total	19	28	59	128	50	65	4	25	31	11	67	47	534

APPENDIX C

FROM REPORT ON A SURVEY OF STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

TABLE X

Provisions of P.L. 94-482 Which Have Had Positive Effects upon State Vocational Education Programs*

Legislative Provisions	Number of Respondents Citing
1. Planning Provisions	16
2. Sex Equity Provisions and Funds	11
3. Evaluation Provisions	8
4. LACVE and Local Technical Assistance	6
5. Annual Accountability Report	5
6. Various Set-Aside Provisions	4
7. Subpart 5 Flexibility	2
8. Interactions with SETC**	2
9. Strengthened SACVEs	2
10. None	6

* All entries noted by 2 or more respondents are included

** State Employment and Training Council

TABLE XI

Provisions of P.L. 94-482 Which Have Had Adverse Effects upon State Vocational Education Programs and Should Be Eliminated*

Legislative Provisions	Number Advocating Elimination
1. Set-Asides for Special Populations	16
2. Excess Cost Matching Provisions	9
3. General Prescriptiveness of the Law	7
4. Funding Formula	7
5. Lack of Funds for SACVEs	2
6. Lack of Clear Focus for SOICCs and NOICCs	2
7. Placement as an Evaluative Criterion	2
8. 80-20 Split Provisions	2
9. None	7
10. Not Answered	9

* Responses by two or more respondents are included

APPENDIX D

Glossary of Terms

Special Needs Populations

- Disadvantaged
- Handicapped
- LESA
- Migrants
- Corrections
- Minorities
- Adults

Equal Access

- Sex Equity
- MOA - other civil rights issues

Funding

- Including funds for special groups, equipment, facilities, etc.

Policy/Planning

- Including legislative action not related to funding
- Occupational information
- LACVE's

Evaluation

- Follow-up
- Completers/Leavers

Administration

- Staffing (State and local)
- Organization (State and local)

Public Relations

- Activities to acquaint the general public with vocational education programs

Equipment and Facilities

- Excluding funding-related considerations

Personnel Development

- Preservice training
- Inservice training

Guidance/Placement

- Including career awareness

Curriculum Development/Program Development

- Including student organizations

Articulation, Coordination, Linkages

- Between levels, programs, agencies, types of institution, community organizations, etc.

APPENDIX E

STATE: States Receiving $200,000

YEAR: 1978

[illegible]

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review	1			6									7
Degree of Acceptance:													
a. Fully Accomplished			1	3	4	3		1	3	1		1	17
b. Partial or Minimal Action Taken			2	1		1						1	5
c. Agreed, Action in Progress	1	1	2	2		3	1		1		1	2	14
d. Agreed, but Constraints			2	6	1			1		1	1		12
e. Agreed for Future Action			1	4		3			1		1		10
Action Pre-dated Recommendation	1	1	2	3	1					3	3	2	16
Not Accepted:													
a. Constraints			1	4									5
b. Philosophical Differences				1							1		2
c. No Reason Given													
No Action Taken				2								1	3
Total	3	2	11	32	6	10	1	2	5	5	7	7	91

STATE: States Receiving $200,000

YEAR: 1979

SACVE RECOMMENDATIONS/STATE RESPONSES

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review	2		1										3
Degree of Accomplishment: a. Fully Accomplished		1	1					1		1			4
b. Partial or Minimal Action Taken	1	2	3	6	1		1		2	1	1		18
c. Agreed, Action in Progress	2	2		6	2	3			1		1	1	18
d. Agreed, but Constraints			2		2	1						3	8
e. Agreed for Future Action	1		1	4	4	1			2	1	1	4	19
Action Pre-dated Recommendation	2	4		1	2	2		1	1	1	2	4	20
Not Accepted: a. Constraints									2				2
b. Philosophical Differences			1	1	1								3
c. No Reason Given					1								1
No Action Taken	1		2	4	1				1				9
Total	9	9	11	22	14	7	1	2	9	4	5	12	105

STATE: States Receiving $200,000
YEAR: 1980

SACE RECOMMENDATIONS/STATE RESPONSES

Subject / State Action	Special Needs	Equal Access	Funding	Policy + Planning	Evaluation	Administration	Public Relations	Equipment + Facilities	Personnel Development	Guidance + Placement	Curriculum + Program Development	Articulation Coordination Linkages	Total
Under Review			2	1		3		1	1		2	1	11
Degree of Acceptance:													
a. Fully Accomplished	2	1	1	4							1		9
b. Partial or Minimal Action Taken			1	2									3
c. Agreed, Action in Progress	2	1	1	4	3	3			1	1		3	19
d. Agreed, but Constraints			1	2	1			1			2	2	9
e. Agreed for Future Action	1		1	8		1			2	2		3	18
Action Pre-dated Recommendation			2	1	2	1	1		2	1	3	3	16
Not Accepted: a. Constraints			3										3
b. Philosophical Differences													
c. No Reason Given													
No Action Taken													
Total	5	2	12	22	6	8	1	2	6	4	8	12	88